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ABSTRACT

One of a series of social studies curriculum guides, this publication outlines a sixth-grade course on world cultures. Material is presented in two parts. Part 1, an overview of the program, contains an introduction, a statement of philosophy, an outline of elementary level scope and sequence, a description of Michigan mandated essential skill and knowledge objectives for intermediate grade social studies, a statement of scope for grade 6, and a list of the 8 units, strands, and goals for grade 6. Each of these units is outlined in greater detail in part 2 and suggestions are provided for the teaching of each. The units included in this program cover individual and social responsibilities, cultural appreciation, study and research skills, Mexico, Brazil, Argentina, Central America, and cultural pluralism. For each unit, a brief introduction is followed by charts, each listing a particular goal and objective (each tagged to the Michigan state guidelines), resources, and several learning activities. (LP)

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Elementary Social Studies Curriculum Guide

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Grade 6

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World Cultures

SO 015 503

School District of the City of Saginaw

ELEMENTARY SOCIAL STUDIES CURRICULUM

School District of the City of Saginaw

Saginaw, Michigan

1982-1983

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GRADE 6. WORLD CULTURES

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INTRODUCTION

The goals and objectives for elementary social studies included in this curriculum guide are based upon the Essential Performance Objectives for Social Studies, published by the Michigan Department of Education, January, 1982. A committee of Saginaw Public School teachers developed the more specific statements of what is to be included at each grade level. By so doing, the objectives are particularly appropriate for Saginaw and its students.

The objectives are divided into three categories: attitudes, knowledge, and skills. While these categories are helpful in clarifying what is to be learned, attitudes, knowledge, and skills are integrally related in the learning process and ought to be so in classroom learning activities.

Objectives are classified by grade level. All of the objectives can be thought of as strands of learning which develop from kindergarten through high school, some to be emphasized more than others at various grade levels. While students should achieve specific aspects of the objectives listed for this grade level, none of the objectives, as they are stated here, can be wholly and completely achieved. They are objectives basic in continuous learning.

For purposes of instruction, the total body of objectives has been divided into units of study. Each unit carries a title and relates to a specific social studies strand or theme. Suggested time lines for the units are based upon an assumed one-half hour of daily instruction, in grades 1 - 3, and an assumed one hour of daily instruction, in grades 4 - 6. See unit title pages exemplifying these statements.

Within each unit is a compilation of specific objectives for the grade level. Each objective is presented on a separate sheet so as to include one or more suggested teaching/learning activities and a code to describe the expected level of mastery of the objective (R = readiness; I = introduction; M = mastery; A = application). Suggested human and material resources are given, also, where appropriate.

It is hoped that this curriculum guide will provide teachers, principals, parents and support staff with a publication useful in the continuous improvement of social studies education throughout the elementary schools of this district.

A STATEMENT OF PHILOSOPHY FOR SOCIAL STUDIES EDUCATION IN THE SCHOOL DISTRICT OF THE CITY OF SAGINAW

The first priority goal of the Saginaw Board of Education is to provide quality educational opportunities in reading, math, science and SOCIAL STUDIES.

Social Studies education is essential to the development of citizenship and must reserve a major role in the total educational program of the Saginaw Schools, from kindergarten through high school. The goal of citizenship, in turn, is the constant effort through decision and action to foster just relations among people and institutions.

The welfare of individuals and the welfare of society are tightly bound. Young people need to learn to live well as social beings. From childhood on they are part of social worlds extending from their everyday groups and communities to their country and the world at large. To find their ways in these social worlds young people themselves need the personal capabilities and moral commitments for wise choices of action in their social, political, and economic roles, those present and those yet to come. The society in which young people will continue to live is one of continuity and change, diversity and commonality, difficulty and opportunity, democracy and its insufficient practice. Such a society needs knowledgeable, thoughtful, and ethical participation by its citizens.

In social education four elements are essential: KNOWLEDGE; democratic and humane VALUES: SKILLS in acquiring information and thinking about social affairs; and SOCIAL PARTICIPATION. Programs must bring these elements together to foster a sense of efficacy, sound decision making, and responsible action.

This statement of philosophy is in agreement with the State Department of Education's rationale for social studies education.

School District of the City of Saginaw

SCOPE AND SEQUENCE OF SOCIAL STUDIES CURRICULUM

Grades 1 - 6

Grade	Course Title
Grade 1.	SCHOOL AND FAMILY
Grade 2.	NEIGHBORHOODS
Grade 3.	COMMUNITIES
Grade 4.	MICHIGAN AND OTHER REGIONS
Grade 5.	THE UNITED STATES
Grade 6.	WORLD CULTURES

*This sequence is in agreement with the recommended sequences for social studies education in Michigan.

ESSENTIAL OBJECTIVES FOR

SOCIAL STUDIES EDUCATION IN MICHIGAN

GRADES 4-6

Attitude Objectives

1. Develop awareness and concern for the rights and well-being of others.
    a. Show concern for the well-being and dignity of others.
    b. List the mental and physical characteristics we should be aware of in others.
2. Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.
    a. Identify own personal values in the contexts of family and peer values.
    b. Identify personal behavior and learning that contribute to feelings of self-worth.
    c. Identify criteria for judging individual actions.
    d. Show respect for one's own heritage and background.
3. Develop an appreciation of the values, ethnic backgrounds, and cultures of others.
    a. Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.
    b. Identify people worthy of emulation and the reasons for doing so.
    c. Identify ways of avoiding behaviors which alienate others.
    d. Identify beliefs and values of other persons and groups.
    e. Interacts with others of varying backgrounds.
    f. Show respect for the dignity and worth of others including those who belong to a different cultural, racial or ethnic background.
4. Develop a reasoned commitment to the principles and values which sustain a democracy.
    a. Accept the rights and responsibilities of classroom citizenship.
    b. Respect and support the role and function of rules in the community.
    c. Respect the right of all to present different points of view in the classroom and community.
5. Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.
    a. Recognize and encourage ethical and lawful behavior in others.
    b. Give reasons for and follow rules and laws.

  c. Participate in class elections and the making of rules for the classroom.
  d. Identify iniquities and/or injustices in the classroom and peer-group activities.
  e. Identify responsibilities people have to their community.

Knowledge Objectives

1. Understand the rights and responsibilities of democratic citizenship.

   a. Identify some fo the constitutional rights and liberties guaranteed in the U.S. Constitution.
   b. Understand situations in which rights have been denied various groups and individuals.
   c. Understand that an individual's rights may conflict with those of another individual or with the general welfare.
   d. Understand the differences between stated and actual practices in family, group and peer group activities.
   e. Understand and support the right of all to present different points of view in the classroom.
   f. Understand the importance of participation in society and governments both as an individual and as a member of a group.

2. Understand the role and function of law in a democracy.

   a. Understand the purposes for rules and laws.
   b. Understand how legal and judicial decisions are made.
   c. Understand how conflicts in laws are resolved.
   d. Understand how rules and laws can be changed.
   e. Know the duties of participants in the court.
   f. Understand factors that might affect justice.

3. Understand persistent global issues.

   a. Understand interrelatedness of local and national problems with those confronting the global society.
   b. Recognize that unsolved problems elsewhere in the world often impact upon the United States.
   c. Identify community problems related to energy needs and possible solutions.
   d. Understand some of the basic needs common to all people within the community such as food, shelter and clothing.

4. Understand diverse human cultures, customs, beliefs, and value systems.

   a. Understand the concept, 'culture.'
   b. Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.

c. Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.
d. Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.
e. Understand that within a society, there may exist one or several subcultural groups.
f. Understand that within a culturally pluralistic society, there exists different ethnic, racial, and religious sub-groups.
g. Recognize that social-cultural change may create varying degrees of resistance and conflict.
h. Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.

5. Understand the history and present state of own and other cultures.

a. Know basic historical facts related to the development of the United States.
b. Understand urban, rural and suburban development.
c. Understand the impact of technology on society.
d. Understand changes in racial/ethnic relations.
e. Understand changes in female and male roles.
f. Understand changes in family, work and population patterns.
g. Understand persistent social problems.
h. Understand the development of education institutions.
i. Understand development of religious institutions.
j. Identify changes in a society and consequences of these changes.

6. Understand economics and economic systems.

a. Understand basic economic concepts.
b. Understand the basic functions of any economy.
c. Understand how a market economy works.
d. Understand the role of money in the economy.
e. Understand factors that influence economic behavior.
f. Understand economic concepts as they apply to individual decision-making.
g. Understand the historic and current role of labor in our economic system.

7. Understand how to be an effective producer and consumer of goods and services.

a. Understand factors that influence consumer behavior.
b. Give examples of their own limited resources and unlimited wants.
c. Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
d. Identify deceptive sales techniques and practices.

8. Understand people and the environment, regions and the spatial organization of society.

    a. Understand that the environment is an integrated system which includes human beings.
    b. Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.
    c. Understand relationships between the location of human activities and the natural environment.
    d. Understand the influence of the natural environment on human beings.
    e. Understand influences of the natural environment on the shaping of culture.
    f. Understand how societal actions and decisions affect the natural environment.
    g. Understand that a natural environment can serve varied needs.
    h. Recognize the potential of various societies to use and abuse the natural environment.
    i. Understand that human uses of the natural environment are limited.
    j. Understand effects of the worldwide limitations of nonrenewable resources.
    k. Recognize the costs and benefits of alternative uses of the natural and man-made environment.
    l. Locate important natural features, cities and nations.
    m. Understand environmental problems and possible solutions to those problems.

9. Know the main structure and functions of government.

    a. Know the purposes of the government.
    b. Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S. Constitution, court decisions and laws.
    c. Understand the organization and functions of state and local governments and their relationships to the federal government.
    d. Understand the range and importance of decisions made by state and local government.
    e. Understand how decisions made by the various branches and levels of state and local government are interdependent.
    f. Understand the limits on decision-making powers of the local and state government.
    g. Understand the formal legislative process at the local level.
    h. Understand voter behavior in state and local elections.
    i. Understand the role of political parties.
    j. Identify selected excerpts from the Constitution, Declaration of Independence, and Bill of Rights.
    k. Associate governmental actions with the appropriate level of local and state government.
    l. Understand how, when and with what qualifications public officials are elected, appointed or nominated at the local level.

m. Understand how public officials can be removed.
n. Understand registration and voting procedures.
o. Recognize the legality and constitutionality of individual and group actions.

10. Understand the organization of human societies.

a. Identify the variety of institutions and groups people form and the functions of those institutions and groups.
b. Understand why human beings form institutions and groups.
c. Understand the relationships among institutions, groups and individuals.
d. Understand the chaning nature of institutions and groups over time.
e. Understand ways groups are interdependent, cooperate and compete.
f. Understand types of conflicts between groups and ways conflicts are resolved.
g. Understand how and why human societies differ.
h. Understand the meaning and sources of power within a social unit or oganization.

11. Understand the relationships between individuals and groups.

a. Identify the variety of roles one can have within a group.
b. Understand that the roles within a group may be assigned or achieved.
c. Understand reasons why there are different roles within groups.
d. Understand that multiple loyalties and responsibilities result from belonging to a variety of groups.
e. Understand the importance of self-confidence and self-worth in carrying out responsibilities within groups.
f. Understand the possible advantages and disadvantages of belonging to a variety of groups.
g. Understand the measures used by groups to influence behavior.
h. Understand the decision-making processes used by groups.
i. Identify individuals or groups within society or culture that may affect behavior.

Skills Objectives

1. Gather, analyze, synthesize, and present information.

a. Use a variety of senses to obtain information.
b. Understand that perceptions of the same object or event may differ from person to person.
c. Choose appropriate sources for information desired.
d. Obtain information from a variety of sources.
e. Translate information from one form to another.

f. Analyze information.
g. Evaluate the quality of information.
h. Identify similarities and differences within sets of data and reasons for those differences.
i. Frame appropriate research questions.
j. Formulate and test generalizations, predictions, and hypotheses based on appropriate information.
k. Draw conclusions.
l. Remain open to changes in one's opinions.
m. Apply what is learned to new situations.

2. Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

   a. Presents own ideas.
   b. Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.
   c. Listen and respond appropriately.
   d. Solicit clarification from others when needed.
   e. Encourage others to express themselves.
   f. Recognize divergent roles within a group.
   g. Recognize emotions and feelings operating within a group and allowing for their expression.
   h. Recognize and permit the expression of different values, beliefs, and ideas in a group.
   i. Use conflict resolution strategies.

3. Make decisions.

   a. Recognize the occasion of need for decisions.
   b. Analyze the problem.
   c. Identify alternative courses of action.
   d. Project long and short term consequences of alternative courses of action.
   e. Identify related values and goals.
   f. Judge consequences in the light of values and goals.
   g. Make a choice of alternative course of action or some trade-off among them.
   h. Develop strategies to carry out the approach.
   i. Apply the approach in making a decision or solving a problem.
   j. Reevaluate and reformulate the process if goals have not been met or new information is introduced.

SCOPE STATEMENT

GRADE 6 - WORLD CULTURES

In this study of western and non-western societies and cultures around the world the developmental needs and interests of students serve as the basis for the course. Indepth studies of selected historic and contemporary cultures expand the awareness of differences and similarities among peoples, and the various ways in which people meet universal needs. A focus is upon people and patterns of life; including government, history, beliefs, attitudes, and problems. Systematic instruction in economics is provided and skill building and consolidation continue in map and globe, chart and graph, and other symbol interpretation, and reasoning skills and concept development. Students continue to identify and clarify their own strengths, limitations, and beliefs, and to examine the values of family, peer group, and society, and compare and contrast them with those of other cultures. Special consideration is given to the multicultural nature of the American society and the contributions and achievements of the people from a variety of racial, cultural and ethnic backgrounds.

Grade 6. World Cultures

UNIT TITLES, STRANDS AND GOALS

Unit I. HOW TO SUCCEED IN SCHOOL
(Attitude goals 1,2,3,4 and 5).

Unit II. HOW TO GET THE MOST OUT OF SOCIAL STUDIES
(Skills goals 1,2 and 3).

Unit III. MEXICO: SOUTH OF THE BORDER
(Knowledge goals 2,3,4,5,6,7,8, and 9).

Unit IV. BRAZIL: BENEATH THE SOUTHERN CROSS
(Knowledge goals 2,3,4,5,6,7,8 and 9).

Unit V. ARGENTINA: HOME ON THE PAMPAS
(Knowledge goals 2,3,4,5,6,7,8 and 9).

Unit VI. CENTRAL AMERICA: VARIETY IS THE SPICE OF LIFE
(Knowledge goals 2,3,4,5,6,7,8 and 9).

Unit VII. CULTURAL PLURALISM: THE WORLD IS A RAINBOW
(Knowledge goals 1,4,5,8,10 and 11).

Grade 6 - Unit I

HOW TO SUCCEED IN SCHOOL

This unit deals with the individuals's responsibilities to himself and society. The student is to develop the ability to recognize the worth of other individuals, regardless of ethnic, racial, or religious backgrounds.

Attitude goals 1,2,3,4 and 5.

Two Weeks
One hour daily

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 1 : Develop awareness and concern for the rights and well-being others.

OBJECTIVE a : Show concern for the well-being and dignity of others.

Example: Ethnic heritage, occupations, and rights of others.

LEARNING ACTIVITY(IES):

BUILDING TEAMS

I. Participants are asked to number themselves off using "one, two, one, two," etc., in order to form two large groups.

II. Participants labeled "one" are asked to stand on one side of the room and those labeled "two" on the other side.

III. Number one's will successively invite a number two to form a dyad. They are asked to invite someone whom they do not know, or, if they know all participants, someone whom they do not know well. The dyads will move to a neutral location until all the dyads have been formed.

IV. The dyads will then form themselves into two groups of eight dyads and relocate on opposite sides of the room.

V. Dyads will, after a brief consultation, invite another dyad from the opposite side of the room to join them in forming a quartet. The consultation phase should take no more than three minutes. Dyads may not decline an invitation to join another dyad.

VI. The newly-formed quartets will now sit down together.

VII. The quartets will have three minutes to caucus in determining which other quartet they would like to join.

VIII. Quartets will successively ask another quartet to join them. Invitations to join may be declined. If an invitation is declined, the group will make its offer. This will continue until all quartets have been chosen.

IX. The octets are now ready to work. They will have gained a degree of cohesiveness through mutual decision-making and a feeling of belonging, through accepting an invitation or having their invitation accepted.

RESOURCES:

1. REMC-9 #270374 MP Despite Man's Difference.
2. REMC-9 #041638 SF Developing Basic Values.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Concentric Circles

Description: Two concentric circles are formed with the inside circle facing outward and outside circle facing in each. person in the circles should end up facing someone else. The teacher gives a topic. Each partner has one minute to talk about the topic (the teacher keeps time and calls out when the first person's turn is over). After both people have had a chance to talk, the outside circle moves one chair to the right. Everyone now has a new partner to talk to. The teacher then gives a new topic.
Topics that work best are those that you are sure everyone will have something to say about and fantasies. Ex: If I gave you $25, how would you spend it? If you didn't have to go to school, what would you wish for? If you had a robot, what would you like it to be able to do for you? Where is your favorite place and why is it your favorite?

Note: The second time this game is played, a new rule can be added When one person is talking, the other person may only ask questions. This begins the process of teaching people to keep one person in focus at a time.

Processing: Questions might include: Which question did you like most? Least? Were you kept in focus? What did you do to keep the other person in focus? Can you think of times today when you kept someone in focus? Etc.

Try Concentric Circles using the following topics:

1. What I like best about school.
2. What I like least about school.
3. If I could have any animal in the world for a pet, I would choose a ________________.
4. If I could have my birthday party any where in the world, where would I have it?
5. If I could have any Christmas present under my tree, what would I want?
6. If I could have any person in the world for a friend, who would I pick?
7. Tell other person something special about your family.

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL I : Develop awareness and concern for the rights and well-being others.

OBJECTIVE b. : List the mental and physical characteristics we should be aware of in others.

Example: Handicapped and aged groups.

LEARNING ACTIVITY(IES):

Blind Puzzle

Description: You will need simple jigsaw puzzles such as preschoolers may use, one puzzle for each four people, blindfolds, paper bags.

Class is divided into fours and each group is seated around a small table or desk. One student is designated the instructor, the other three as students. The students put on blindfolds. The teacher places a paper bag containing the mixed-up puzzle pieces on each table. At a signal from the teacher, the instructor turns over the bag and allows the pieces to fall out on the table. From this point on, the instructor may not touch the pieces. He instructs the students as how to assemble the puzzle. The activity can continue until all puzzles are complete, or a time limit can be imposed and points scored for each piece of puzzle successfully in place.

Processing: Processing should focus on the similarities and differences in feelings of the instructors and the students. How could directions have been improved? Were you a good listener?

RESOURCES:

1. REMC-9 #272083 MP To Be Growing Older.
2. REMC-9 #274473 MP Peerage.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Body Talk

Seated in a circle, inform the students that the object of the game is to become a specific part of your body and that they share with the group what that body part would say, if it could speak. The facilitatior should model the behavior. Go around the circle two or three times sharing the same body parts. The next session, have each student choose a different part.

Much of a child's conception of himself evolves in part from his attitude towards different parts of his body (eys, hands, feet, arms, etc.). For example, a child with skinny legs may feel that this makes him weak and thus develops a negative view of himself. This exercise is designed to specifically help the student to become more fully aware of his body parts and to develop a broader range of criteria by which to value them. Through the use of fantasy, the child can be a specific part of his body.

What does it say?
Sample questions to ask:
How do you feel today?
What do you like to do most?
What do your other parts feel about you?
Where have you been?
Who likes you most?
What do you like to wear?
What makes you mad?
What makes you happy?
If you could change, how would you change?
Does the persons body who you are on, like you?
What color would you use to tell how you feel about yourself?
Who pays the most attention to you?
Who pays the least attention to you?
How important to your body are you?

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 2.: Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE a.: Identify own personal values in the contexts of family and peer values.

Example: Appreciate commonalities and differences.

LEARNING ACTIVITY(IES):

CHARACTERISTICS

1. Allow each student 10 minutes to make a list of characteristics of women (or men). If they have difficulty, tell them to try thinking of one woman (or man) they know. Then divide them into small groups (3-5) and have them first read their lists, then say which charteristics on the list are true of themselves, then which characteristics they like. Then have the small group, as a team, select 10 items from the combined lists that they think are most important. It is essential that they agree on the meaning of each characteristic. Then have them rank the items from 1 to 10. Who is the person they have created? The ideal woman (or man)? The typical woman (or man)? Are the characteristics positive or negative? Try several variations: girls working on female characteristics and boys on male, vice versa, both sexes working on the same sex, all-female and all-male, small groups, mixed small groups. Have the teams compare their results.

2. COLLAGE OF SELF

   Have the children draw an outline of themselves on a sheet of paper, cut out pictures and words from magazines that will represent themselves on the collage. These pictures and words will represent their concerns. This should be individual work. Share the material afterwards.

   Share - teacher can ask the child to explain his collage to the group. The children may wish to share their collages with a partner.

RESOURCES:

1. See REMC-9 Catalog (1980-81) Page 169.
2. REMC-9 #060416 MP Families and History-Why is My Name Anderson, and other titles in this series.
3. REMC-9 #271176 MP Families Around the World-Crete, and other titles in this series.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 6 I

GOAL 2.: Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE b.: Identify personal behavior and learning that contribute to feelings of self-worth.
Example: Recognize those social skills, knowledge and work skills that promote prpide.

LEARNING ACTIVITY(IES):

GETTING STARTED

The teacher prepares a ditto with three columns as shown below.

WHAT I'D LIKE TO LEARN TO DO OR BE ABLE TO DO BETTER	DATE	FIRST STEPS
1. In music:		
2. In art:		
3. In sports:		

The categories are not fixed. They can come from the teacher or from the students. At home, taking several days, the students complete the first column, writing in anything they would like to learn to do, or do better, in the designated areas. In class, the teacher asks them to choose from the items they have listed any three that they really would like to get started on. They are to assign logical, realistic dates to these items. A dozen people then volunteer to read out loud the items they assigned dates to, and several members of the class react to each volunteer by saying whether or not the dates seem realistic. Then, all the students check their dates again and proceed to list the first steps they will have to take in getting started.

The class is then divided into groups of four or five, each group member getting a turn as focus person. The focus person discusses what he expects to do in getting started, that is, the things he listed under First Steps. Then he asks the other members whether they have any other suggestions for first steps, and he lists any of these he cares to.

Sometimes, the teacher may prefer to have, in the first column of the ditto, only a heading without a list of designated categories. The students will simply list as many as ten things they would like to learn to do, or learn to do better, in their life. The rest of the procedure is the same.

This strategy can be used informally (without the list) among family and friends or in group settings, when someone says he would like to begin doing something but is hesitant about, or having trouble, getting started.

RESOURCES:

1. REMC-9 #060702 MP Family Teamwork and You.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

HOW DO I GET ALONG WITH OTHERS?

The teacher may want to introduce this check sheet after using other awareness activities. Instead of using it for one sitting, the check list could be distributed at the beginning of week and each day the student could make a tentative check. By the end of the week he will be more aware of factors which might contribute to better relationships. He probably will be more confident of the accuracy of his responses. The check list is not necessarily for the teacher to see; the child may keep it for his private use.

HOW DO I GET ALONG WITH OTHERS?

	Seldom	Sometimes	Usually
1. Do I offer help when it is needed?			
2. Do I listen when others are talking?			
3. Am I willing to follow the suggestions of others when I know they are right?			
4. Do I let another person give his opinion?			
5. Do I force my ideas on others?			
6. Do I follow the rules of the group?			
7. Do I make fun of people because I don't like their looks?			
8. Do I respect the personal belongings of others?			
9. Do I try to hold back my group or my family when I disagree with what they are doing?			

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 2 : **Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.**

OBJECTIVE c : Identify criteria for judging individual actions.

Example: Values, experiences, feelings, abilities.

LEARNING ACTIVITY(IES):

The following series is designed for group discussion in which there are no wrong answers. The titles are the discussion topics each day.

"How I Got Into Trouble"

Monday- I Didn't Know I'd Get Into Trouble

All children of this age get into trouble on the basis of just plain inexperience.

One purpose of today's lesson is to help the children to realize that they are not bad people when they get into trouble because there was something that they did not know. At the same time, it can be pointed out to them that they are going to have a chance to help each other to avoid trouble by letting everybody know what kinds of things can happen to little boys and girls, and they can learn to avoid a lot of trouble just by listening carefully.

The major purpose of this lesson is to help the children to become more effective by learning how to get their needs met without getting into trouble.

Do not be surprised by some measure of exhibitionism and pleasure in telling about getting into trouble. This is common, probably because children of this age are usually not dealt with severely, and they do love a little adventure.

Be sure that every child has a turn. At the end of the session summarize major general points.

RESOURCES:

1. REMC-9 #272235 MP Owl Who Gave A Hoot.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

THE BOY WHO WOULD'T PLAY BALL

The teacher may use whatever method he feels most comfortable with: role playing, use of puppets, or reading the story.

There was once a boy, Jeff he liked school, he had friends and he was happy most of the time. But at recess he never played basketball with the other boys. We knew he wanted to play, but he never did. He often sat and watched, and usually looked lonely.

One day he tried to play ball and really loved it. He was not great, but he slowly got better and better. The boy now plays basketball in high school.

When he solve problems, we go through certain steps. Let's talk about this story about Jeff, step by step.

1. How do you know that a problem existed?
2. What was the problem?
3. How did Jeff feeel about the problem?
4. What solutions might Jeff have though about, and how might he have decided which one to choose?
5. How did Jeff put into action the alternative he chose?
6. How did it all come out?

DILEMMA

Have the class break into small groups in order that they can discuss the moral dilemma.

The story: A child was crossing the street corner. The light was red - it said DON'T WALK, but the child crossed anyway. Before he crossed he looked both ways and saw that no cars were coming. But his mother was coming around the corner and she saw that the child crossed the street against the light. What do you think she said to him?

The child's mother came towards him. If you were the child what would be the first thing you would say to your mother? Role play the situation. Have the class observe the child's responses. Have the class suggest alternative behaviors for the child. Then have the child try it out.

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 2.: Develop a positive self-concept which includes an awareness of one's own values and a respect for one's own ethnic background and culture as forces influencing one's self-concept.

OBJECTIVE d.: Show respect for one's own heritage and background.

Example: Recognize and appreciate ethnic contributions; participate in their diffusion.

LEARNING ACTIVITY(IES):

IN SOMEONE ELSE'S SHOES

Students and teacher write their names on a small peice of paper and put them in a box. The papers are then shuffled, and each person draws a name out of the box. On the first day each person observes carefully the behavior, mannerisms, style of interaction, etc. of the person whose name he/she has drawn. On the second day each student (and teacher) will be that person". At the end of the period everyone will learn who was being who, and they will also have a chance to share what they learned in the process of getting into another person's shoes.

> Caution: A good deal of structure is needed for this exercise. Help the kids to focus on what kinds of things make one person different from any other person; ask them what kinds of thing they are going to observe. (List them on the board so everyone can have access and reminder of what they might look for in the person they are going to "become".) Otherwise, the tendency may be to get only into the negative or disruptive aspects of each other.

Also, instead of acting out the characteristics of the person observed, the observer could have a private conference with the person he/she observed to discuss observations made.

RESOURCES:

1. REMC-9 #272272 MP Heritage.
2. REMC-9 #270428 MP Heritage of Slavery.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 3. : **Develop an appreciation of the values, ethnic backgrounds, and cultures of others.**

OBJECTIVE a : **Recognize commonalities and differences among beliefs, values and behaviors of other persons and groups.**

Example: Recognize and appreciate common and diverse elements in world's cultures.

LEARNING ACTIVITY(IES):

PERSONAL COATS OF ARMS

Distribute ditto sheets of "Your Personal Coat of Arms." Ask the students to create their own coats-of-arms by making a drawing expressing their thoughts regarding the question in each area of the coats of arms. The drawings can be simple, incomplete, and even unintelligible to others, as long as the student knows what it expresses.

When the drawings are completed, ask the students to form groups of five or six and share what they have done with the small groups.

When they have finished sharing you may wish to post all of the coats-of-arms on a bulletin board or wall for a display.

Produce a puppet show illustrating a belief, value, behavior of several different countries. Discuss the differences and why this is.

RESOURCES:

1. REMC-9 #032400 MP Chicago-Midland Metropolis.
2. REMC-9 #035216 MP Color of Man.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE b : Identify people worthy of emulation and the reasons for doing so.

Example: Political leaders, athletes and entertainers and their contributions to society.

LEARNING ACTIVITY(IES):

1. Make a large map and a list of famous people in different categories.
    a. Sports
    b. Music
    c. Education
    d. Etc.
2. Put the country these famous people came from in a corresponding color to a silhouette of that person.
3. Make a chart of their contributions.

RESOURCES:

1. See REMC-9 Catalog (1980-81), pages 2-5, Biographies.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE c : Identify ways of avoiding behaviors which alienate others.
Example: Adapting to the values of the general culture without negating ethnic background leads to success and acceptance.

LEARNING ACTIVITY(IES):

I CAN CHOOSE WHAT TO DO

You can decide how you will act. If someone says something in school that makes you mad, you might want to hit him right then. You don't have to. If you stop and think about it, you know you will probably get in trouble. So you can wait until later to hit him or tell him off. Or maybe you won't do any of those things. The important thing is you don't have to fly off the handle. You can think of other ways to act, even if you are upset or excited.

Look at the sentences here. If each thing happened to you, could you think of another way to act? Maybe you could act out the different ways with some other students. Could you choose one way that might be best?

A classmate calls you Stupid.
You could:
Say, "You're stupider than me!"
Try to forget it.
Plan to get him in trouble sometime.

OR ____________________

You own the baseball, but you are chosen last to be on one of the teams. You're angry and hurt.
You could:

OR ____________________

Your mother says your little sister gets to stay up a half hour later than you.
You could:
Cry.
Wait until your mother's not looking and hit your sister.

OR ____________________

Your teacher says your shcoolwork has gotten much better.
You could:
Say, "Thank you," and keep working the same way.

OR ____________________

RESOURCES:

1. REMC-9 #085824 MP How To Make A Mistake.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PEOPLE WITH POWER

Do you agree that you can make someone else happy or unhappy? If you do, that means you have some power over another person. You can make him feel one way or another.

Most boys and girls play games of power. They pretend to be able to do things they can't really do. Have you ever stood in front of a phonograph and waved a stick while music was playing? You were pretending to be the conductor. When you waved the baton, the players played.

Maybe you and your friends have played "Simon Says," or "Mother, May I." In those games you let one person be very powerful. You could move only how and when that person said you could.

The four of you in your group can play a power game. Do you know how to arm wrestle? Someone in your classroom will know how. That is the game.

Let one person in your group be the champion. The other three people in the group arm wrestle with him one at a time. Not one of the three can beat the champion. The other three have to make the contest look real. They have to act as if they are really trying to win. After the champion has beaten the other three people, someone else gets to be champion. Everybody should have a turn at winning. How does it feel to be the strongest in the group?

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 3. : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE d : Identify beliefs and values of other persons and groups.

Example: Looking at differences among individuals avoids stereotyping.

LEARNING ACTIVITY(IES):

IN SOMEONE ELSE'S SHOES

Students and teacher write their names on a small peice of paper and put them in a box. The papers are then shuffled, and each person draws a name out of the box. On the first day each person observes carefully the behavior, mannerisms, style of interaction, etc. of the person whose name he/she has drawn. On the second day each student (and teacher) will be that person". At the end of the period, everyone will learn who was being who, and they will also have a chance to share what they learned in the process of getting into another person's shoes.

> Caution: A good deal of structure is needed for this exercise. Help the kids to focus on what kinds of things make one person different from any other person; ask them what kinds of thing they are going to observe. (List them on the board so everyone can have access and reminder of what they might look for in the person they are going to "become".) Otherwise, the tendency may be to get only into the negative or disruptive aspects of each other.

Also, instead of acting out the characteristics of the person observed, the observer could have a private conference with the person he/she observed to discuss observations made.

RESOURCES:

1. See REMC-9 Catalog (1980-81), page 169, Human Relations.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

WHEN PEOPLE HAVE DIFFERENT EXPERIENCES, THEY BEHAVE DIFFENENTLY

The teacher may begin: Have you ever noticed that people act different ways in the same situation, and often have different opinions about the same topic?

All people aren't interested in the same things. Why might this be?

Let's look at the activities listed on the screen (chalkboard).

_____ Swimming
_____ Tobogganing
_____ Motor-boating
_____ Mountain climbing
_____ Skiing
_____ Sailing
_____ Fishing
_____ Hiking

Which activities might people living in a hilly or mountainous region be more interested in? Which one might people living near a large body of water, be more interested in?

Of course, people who live in a mountainous area still might prefer activities on water, but they probably are more likely to choose activities suitable for theirgeographic area.

The discussion could continue to include such things as: Weather--those who have planned a vacation or a picnic and farmers who need rain. Tax increase--town government officials who need the money for salaries of employees, materials for roads, schools, etc., and property owners who will have to pay more taxes.

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 3 : Develop an appreciation of the values, ethnic backgrounds, and cultures of others.

OBJECTIVE e : Interacts with others of varying backgrounds.

Example: Cooperation and communication with fellow members of the groups.

LEARNING ACTIVITY(IES):

PUPPET WORKSHOP

Try using puppets to promote interaction among all the children in your room. The puppets can be made from socks or paper bags to represent children, teachers, parents and community members. Here are some suggestions for scenes:

1. You are on the bus going to school. Someone is seating in your seat and you have to sit next to someone you dislike.
2. You are the new person in school.
3. You stayed out playing too late, and your parents are angry at you.
4. In school you just won the best student award.
5. It is time to try out for the hockey team, and you and your friend do not make it.
6. You are going on your first trip (to camp) without your family.
7. You want to buy something, but you don't have enough money.
8. You just don't understand what the lesson is, but don't dare tell the teacher.
9. You get yelled at by the teacher for something that you really didn't do.

RESOURCES:

1. See REMC-9 Catalog (1980-81), page 169, Human Relations.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 3 : **Develop an appreciation of the values, ethnic backgrounds, and cultures of others.**

OBJECTIVE f: **Show respect for the dignity and worth of others including those who belong to a different cultural, racial or ethnic background.**
Example: Appreciate basic values of equality, cooperation and human dignity.

LEARNING ACTIVITY(IES):

WHERE WE LIVE HAS AN EFFECT ON THE KIND OF PEOPLE WE ARE

The teacher may begin: We all know where we live has an effect on the kind of people we are. Think, for example, of what you might do differently if you lived on a farm instead of in a town, or vice versa. Would the nearness or distance away from the neighbors have an effect on your feeling of security? Would you spend your leisure time doing the same things you do now? Would you be interested in something entirely different?

People living in cities often do some things differently from people who live on farms. But this is only a small part of the way geography affects us.

There are many more things which could cause us to behave differently. Let's list a few:

(1) Temperature
(2) Rainfall
(3) Whether the land is flat or hill
(4) Bodies of water nearby

Tell in your own words and give examples of how each of the above could cause people to act differently. How might these circumstances affect the clothes people wear, the kind of houses they live in, the crops they raise, or the way they earn a living?

These are just a few of the things which cause people to behave differently. Although we don't often think about these things they do cause people to adjust to their surroundings in many different ways.

RESOURCES:

1. See REMC-9 Catalog (1980-81), page 169, Human Relations.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 4 : Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE a : Accept the rights and responsibilities of classroom citizenship.

Example: Develop good work habits and respect the rights of others to learn.

LEARNING ACTIVITY(IES):

1. Values Continuum (See next page)
2. Time Tasks (See next page)
3. The Things I Can Choose (See next page)

RESOURCES:

1. See REMC-9 Catalog (1980-81), Page 172, Social Problems.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

VALUES CONTINUUM

WHAT IT IS: An appropriate, useful way of handling discussions of complex, and often controversial, issues. Involves the use of a continuum to discuss alternative ways of responding to the selected issue or porblem.

WHAT IT DOES: Provides a way of helping people use a continuum to look into the various aspects of an issue or problem to identify alternatives and reduce "either/or thinking, to show that it is useful to search for alternatives, and to predict consequences before making a choice.

HOW IT WORKS: The leader takes an issue which is relevant to what the group is studying or interested in, draws a continuum on the chalkboard, and identifies two polar extreme positions.

FOR EXAMPLE: ISSUE: RESPONSIBILITY

DO NOTHING ________________ Let Me At It Lou
DAVE

The leader then asks group members to identify a range of behaviors that fall in intermediate positions on the continuum. The leader writes these behaviors on the continuum, positioning them appropriatel Sometimes the leader suggests one or more alternatives when he thinks of some the group has overlooked.

After representative positions are written down, individuals on a representative panel or "volunteers" identify where they personally are and their names are written below the line opposite the behavior they can identify with.

A VARIATION--Draw a continuum on a long piece of shelf paper which is taped to the chalkboard. State the issue across the top. Have members of the class identify alternative positions or behaviors along the continuum, and write them above the line. Leave a felt tip pen handy. During the week, let students decide where they are by writing their names below the line in appropriate positions. Also leave a roll of masking tape handy so that students can cover up their names if they change their minds and want to write in their names elsewhere. After students have had time to "own" different behaviors the leader may initiate a discussion or ask them to consider the consequences of some of the alternative behaviors.

KEEP THE MOOD OF THE ENTIRE EXERCISE NON-JUDGMENTAL!

WHAT HAPPENS: People begin to realize there aren't just two positions on any question -- there are alternatives and each has its own consequences.

TIME TASKS

Devise a series of timed tasks that would be impossible for one person to complete in the time allowed but easy for a group to do. For example: Divide the class into groups of four. Tell the students that the group has five minutes to count all of the concrete blocks that make up the walls in the room. Allow one minute for the group to plan how they will complete the task in the most efficient way possible. If the energy is high, allow more planning time. Then go. Processing should include the various ways that different groups divided the tasks to get it done.

Another dimension can be added by making the activity non-verbal.

THE THINGS I CAN CHOOSE

Have you ever said, "I never get to do what I want to do"? Do you believe that you never get to decide anything? Don't you ever get to choose for yourself?

Think of what you've done so far today. Did you choose what to eat for breakfast? If you walk to school did you get to choose what way to walk? When you go out at recess, do you get to choose whom to play with? At lunchtime, do you choose whether to drink chocolate milk or white milk?

You make more choices than you think. Everyday you decide on this or that. A you get older, you find out that your parents and teachers let you make more choices. They let you take more responsibility and do your own choosing.

Try to think of the choices you make sometimes. Put your answers on the line.

A choice before I leave home: ____________________

A choice at school: ____________________

A choice at play: ____________________

A choice about food: ____________________

A choice about clothes: ____________________

--I can Do It

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 4 : Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE b : Respect and support the role and function of rules in the community.

Example: Explain the reasons for classroom and school rules to foster cooperation.

LEARNING ACTIVITY(IES):

SUCCESS CHART

Why not boost self-concept with a bulletin-board-sized "Success Chart"? Have the class discuss "what we're proud of" (what we own, sisters and brothers, keeping promises, earning money, helping others, etc.) and what we can do well. Have a huge calender on which each child gets to put up a huge yellow star proclaiming something they were successful in doing each day. All of this comes under the title: "We Are Proud to Say". These charts can be kept from month to month.

STRENGTH BOMBARDMENT #1

A class of sixth graders used a form of Strength Bombardment as part of their celebration of Valentine's Day. For a few days prior to Valentine's day the children had brainstormed lists of negative and then positive things to say to people. Students discovered the positive list was more difficult to make. On Valentine's Day the teacher gave each child a large red heart and pieces of white paper. The children wrote positive statements on the white pieces of paper and then pasted them on each other.

STRENGTH BOMBARDMENT #2

A holiday project: Everyone writes something they like about everyone else in the class, on tags. As each child receives his tags from the others, he will paste them on a wooden plaque. Each child will then have a plaque for his wall with positive statements about him on it.

RESOURCES:

1. See REMC-9 Catalog (1980-81), page 160, Community Life

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 4 : Develop a reasoned commitment to the principles and values which sustain a democracy.

OBJECTIVE c : Respect the right of all to present different points of view in the classroom and community.

Example: Understanding the democratic process within group proceedings.

LEARNING ACTIVITY(IES): SOMEBODY FELT . . . .

The teacher will begin: Let's talk about some of the experiences we have had. Take a minute to think about this, then we'll share.

1. Once I stopped liking someone because ____________.
2. Once someone stopped liking me because ____________.
3. I think I made someone feel bad when ____________.
4. Someone made me feel happy when he or she ____________.
5. I feel sad when someone ____________.
6. I made someone feel proud when I ____________.
(or feel joyful, scared, suprised, hurt, etc.)

After the students express responses, to which the teacher should not make judgements, he might want to continue the activity by having them choose partners. Let one of the pair draw a picture showing the feelings of the "I" in the statement and the other draw a picture showing the feelings of the "someone" in the statement. After the pictures are completed each pair should be discussed. This will help the students understand that a person's feelings about himself are affected by how other's respond to his actions.

A SPECIAL VEST

An ideal present or a joint project is a vest decorated with things that are special to your child:

the family dog
his goldfish
a house with your number
a bat and ball (if baseball is his favorite game)
his initials
your street sign

The decorations can be cut out of iron-on fabric or cut out of felt and sewn on. You can also add baseball team labels, travel labels, and any other patches special.

---LEARNING THROUGH PLAY

RESOURCES:

1. See REMC-9 Catalog (1980-81), page 160, Community Life.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

SENTENCE STUBS

Explain to students that there are a lot of things in the future in this course and it is hard to find out what goes on during the course. One way to do this is do something before and after having had the course. The sentences you will write today and again later might help decide what happens in this course to you and to us. Complete the sentences without thinking long and on what to say!

Try to reserve judgement until the final batch is in at the end; an initial look might help in dealing with feelings of certain students early in the course.

Try to set a serious tone in this data collecting phase. Some students feel you are trying to "psyche them out" and see this as a game. This provides a good starting point for the treatment of what is happening inside them as a legitimate, though frightening, proposition. Students that are uncomfortable with a particular sentence stub should not do it rather than "fake it!"

Don't treat this like any paper/pencil test. The way the class/individuals deal with this test in data is worthy of processing. What are the "stuck" points and who has them-where?

PRIMARY CATEGORY: ATTITUDE GRADE 6 I

GOAL 5. : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE a : Recognize and encourage ethical and lawful behavior in others.

Example: Freedom and responsibility are closely related; recognize that negative behavior breeds negative consequences.

LEARNING ACTIVITY(IES):

1. Rank Ordering (See next page)
2. Rank Ordering #2 (See next page)

RESOURCES:

1. See REMC-9 Catalog (1980-81), page 168, Community Agencies and Crime.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

RANK ORDERING

WHAT IT IS: Rank ordering usually presents 3 alternatives that people are to place in priority order-first choice, second choice, and third choice. Some members of the group are asked to say aloud how they ranked the three items. Discussion may or may not follow.

WHAT IT DOES: Gives people practice in making choices, shows that different people have different preferences --no one set of preferences may be right for all people and all times, gets people to think later about the choices they make now, and really gets people talking.

HOW TO DO IT: In a small group (10 or fewer have everyone state the order in which they ranked the three items. To help everyone keep track it is usually most helpful to have participants use key words to identify the items they are ranking, rather than numbers or letters (See underling in examples). In a larger group, use a representative panel to rank the items. Let the rest observe (they will be silently participating anyhow). Or after the panel has ranked the three items, have the audience vote on how many ranked each item in first place. A person may pass if he isn't ready to commit himself publicly at this time.

NOTE: The leader states his rankings after others have done so.

As people are ranking the items, one person may want to chart rankings in order to display differences. Discussion might follow the rank ordering, particularly if the items in the rank ordering were relevant to other things the group is doing then and there. Or it might be useful to use the technique one day with no discussion; then use the same items the next day; and then have people talk about or write about changes in preferences from one day to next, or consider why no changes occured. Follow up might be to have people who have similar rankings get together briefly in small groups and talk about the thinking and feeling behind their positions.

WHAT HAPPENS: Both students and adults really want to talk about why they made the choices they did--what considerations they took into account. Making a public commitment (or even deciding not to at this time) and hearing others, perhaps, take different positions starts people to thinking about where they really are, and where they want to be.

REMEMBER: KEEP THE RANK ORDERING AND ANY DISSCUSSION THAT FOLLOWS OPEN AND NON-JUDGMENTAL.

RANK ORDERING - 2

SOME SAMPLES AND EXAMPLES

WORK OUT YOUR OWN RANK ORDER MATERIALS. Choices should not be simple. If everyone in the group ranks the choices the same way, different rank order items are probably necessary. Issues raised should be interesting and relevant. Sometimes issues are raised that are not ordinarily discussed in public so that people can get to know how others feel about them.

TO GET STARTED, YOU MIGHT LIKE TO TRY OUT SOME OF THESE SAMPLE EXERCISES.

HOW WOULD YOU RANK THE FOLLOWING THREE ITEMS -WHICH IS YOUR FIRST CHOICE, YOUR SECOND CHOICE, AND YOUR THIRD CHOICE?

1. Be responsible
   Be honest
   Be Obedient
2. Be forgiving
   Be helpful
   Be imaginative
3. Be clean
   Be openminded
   Be ambitious
4. Be capable
   Be loving
   Be courageous
5. Would you rather be spanked if you did something wrong, have your privileges taken away for a week, or be isolated from your friends for a week.
6. If you had $10 million to spend, how would you rank the following as ways to spend it?

   -Clean up polluted rivers and streams
   -Train poor people to learn new jobs to support themselves
   -Build a hospital to improve health care

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE b : Give reasons for and follow rules and laws.

Example: To avoid conflict and promote order.

LEARNING ACTIVITY(IES):

After disclosing each of the four segments of the story, have the students make choices individually. Discuss, in small groups or with the whole class, their choices.

Here is the story:

1. Your best friend tells you at school on Friday that the next day he is going to sneak off and go swimming in the rock quarry a mile south of your town. He invites you to go along, too. You would like very much to go with him, but you know that it is a very dangerous place to swim. Several children were drowned in the quarry a few summers ago after which town officials urged partents to forbid their children to swim there. Your parents and the parents of your best friend have often forbidden you to go there. Would you go with your best foriend or decline? Would you tell his mother of his intention in order to protect the life of your friend?

2. The next day, Saturday, shortly afternoon, you meet your friend on his way to the rock quarry to swim. Now you know he wasn't kidding the day before. He is really going to the quarry alone to swim, and his life may be in danger. You pass by his house on the way to your own home. Would you stop to tell his mother?

3. Around seven o'clock Saturday evening your best friend's mother calls your home to inquire if you know where he is. He had left his home immediately after lunch telling his parents that he was going to the school playground fro a fasefall game. When he didn't return home for dinner his father drove to the playground, but found no one there. You know that your friend went to the quarry, but you don't know whether he's just enjoying himself and has perhaps lost track of the time, or whether something has happened to him. Would you tell his mother that you knew he had gone to the quarry early in the afternoon?

4. Assume you told your friend's parents that he had gone to the quarry. They go to find him and discover him there. He had lost track of the time but nothing had happened to him. They withdrew all his privileges for a fullmonth. At school the next week he passes you in the hall but refuses to speak to you. Some of your mutual friends also seem less than friendly toware you. What would you do?

RESOURCES:

1. See REMC-9 Catalog (1980-81), page 168, Crime.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PROBLEMS IN AND OUT OF SCHOOL

How would you try to solve these problems? Put your answer on the lines.

You are in a big department store. You can't find your mother. What would you do?

____

____

Somebody at school says you did something wrong, but you didn't do it. What would you do?

____

____

You get home and can't remember if you have any homework to do. What would you do?

____

____

Your're in a phone booth. You want to call your father at work, but you don't know the number. You have one dime. What would you do?

____

____

You need a map of Alaska for a school assignment. There's none in your book. Where would you look?

____

____

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c : Participate in class elections and the making of rules for the classroom.

Example: Appreciate the need for and limitations of student choices.

LEARNING ACTIVITY(IES):

1. Probing Problems-Moving to Alernatives Consequences and Action. (See next page)

RESOURCES:

1. REMC-9 #183250 MP Right or Wrong-Making Moral Decisions.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PROBING PROBLEMS-MOVING TO ALTERNATIVES CONSEQUENCES AND ACTION

People who deal most effectively with problems they encounter tend to be people who have learned and internalized a PROBLEM-SOLVING PROCESS:

PROBLEM ...	identify a problem-gather further information
UNDERSTAND AND CLARIFY ...	work with the problem to understand it fully, to know its dimensions, and to clarify it thoroughly
ALTERNATIVES ...	identify several ways of responding to the problem
CONSEQUENCES ...	look at each alternative to try to predict what would happen
ACTION PLAN ...	decide on the best course of action on the basis of the information and feelings that have been identified and analyzed.

ONE APPROACH: PROBLEM SITUATIONS

1. Pose a problem situation to a group - a problem story, a "trigger" film or filmstrip. Problems might reflect current social problems, a problem facing a person in a story or novel students are reading, a problem facing a scientist or mathematician. Whatever the problem, it should be open-ended and real.

2. Spend some time probing the problem -understand its nature, clarifying its limits, gathering further information about it, and being sure that all in the group have a common understanding of the "facts" that are available.

3. Now, have them suggest various ways of dealing with or responding to the problem - possible "solutions." BRAINSTORM -no suggestion should be disparaged , discarded, or even discusssed at this point. Without comment, write all of the suggestions in a series across the chalkboard. (Initially, it might be best to work with the entire group. As they gain skill in using the process, they can break into small groups to do this step. It is essential, though, to maintain the idea of brainstorming -listing all

Cont. ONE APPROACH: PROBLEM SITUATIONS

3. possibilities without comment and judgment. The sifting and judging comes later. Right now the stress is on the most creative thinking possible.)

4. Taking each of the alternative approaches in turn, ask group members to predict the consequences -predict what might happen if this approach was used. Write predictions underneath each of the approaches.

5. Now, ask each of them, individually, to write down what his personal decision would be - on the basis of the information he has and the thinking they have done together. How would he act, if faced with this problem?

6. FURTHER PROBING AND VARIATIONS:

Variation A: Ask students now to consider their individual decisions i light of the seven criteria elements of the valuing process. Ask each to number from 1 to 7 underneath the decision they have written down. Ask them to write down ether "YES" or "NO" as you read the seven questions to them:

CHOOSING

1. Did you make this decision freely - without worrying about what others thought? (Write down YES or NO)
2. Did you consider alternatives - did you think about several ways of responding to the problem? (Write down YES or NO)
3. Did you consider consequences - what would happen- in solution to each of the alternatives? (YES or NO)

PRIZING

4. Are you happy with the choice? Do you prize it? (YES or NO)
5. Would you be willing to tell others about your decision? (YES or NO)

ACTING

6. Is this how you would really act? Would you really do this? (YES or NO)
7. Would this action be a pattern in your life? Would you act in a similar way repeatedly? (YES or NO)

If you can answer "YES" to six or more of these questions, your decision probably represents a value area in your life. If you can answer "YES" to fewer than 6 questions, you have an indication of your attitudes, interests, beliefs, and feelings, but your value commitments in these areas need further clarification.

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 5. : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d : Identify inequities and/or injustices in the classroom and peer-group activities.

Example: Recognize the effect of outside experiences on performance in the classroom.

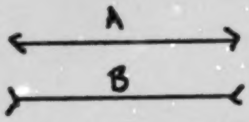
LEARNING ACTIVITY(IES):

THE POWER OF PRESSURE

Before this activity begins, someone who will be a part of the group must be sent out of hearing distance, without being aware that this is being contrived: to do an errand etc. While he is absent the group decides on one answer to the question. They also are instructed to see if they can, if necessary, influence the person to choose the same answer.

Possible questions:

Is this color (show example or sample) more blue or green?
Which liquid smells more sour, A or B?
Which is longer, Line A or line B?



Which is warmer to walk on barefoot, a rug or a straw mat?

At the conclusion of the choices and persuasion time, the teacher will tell the child about the decision made in his absence. Then the student should relate how he felt during the experience. Conclude the session by pointing out that the behavior of the group affected the student's decision and how he felt during the decision making.

RESOURCES:

1. REMC-9 #082106 MP Helping Johnny Remember.
2. REMC-9 #090003 MP I Have A Dream.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

THE PIE OF LIFE

The teacher draws a large circle on the board and says, "This circle represents a segment of your life. We will do several such pies. First, we will look at how you use a typical day. Divide your circle into four quarters using dotted lines. Each slice represented six hours. - Now, everyone please estimate how many hours or parts of an hour you spend on each of the following areas, on a typical school day. Naturally, your answers will differ from one another. How many hours do you spend;

1. On SLEEP?
2. On SCHOOL?
3. At WORK, at a job that earns you money?
4. With FRIENDS, socializing, playing sports, etc.?
5. On HOMEWORK?
6. ALONE, playing, reading, watching TV?
7. On CHORES around the house?
8. With FAMILY , including meal times?
9. On MISCELLANEOUS other pastimes?

PRIMARY CATEGORY: ATTITUDE GRADE 6 M

GOAL 5 : Develop the attitudes necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE e : Identify responsibilities people have to their community.
Example: Share time and resources in the political and social arena.

LEARNING ACTIVITY(IES):

PICK THE PERSON

The teacher may begin: I have several pictures to show you. Let's talk about each one. Choose one member in the picture. What is this person doing in the group? Is he being a helpful member of the group? Is there anything he could do to change his own behavior that would help the group? Discuss each person in the picture, using these questions.

After each person in the picture is discussed, the pupils probably will decide which person or persons are helping group interaction most.

A teacher with artistic talent may want to draw pictures of group interaction and duplicate them. Then the instructions could be to circle the picture of the person he thinks is helping the group most, indicating reasons for his choice.

RESOURCES:

1. See REMC-9 Catalog (1980-81), page 168, Community Agencies.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PEOPLE WITH POWER

Do you agree that you can make someone else happy or unhappy? If you do, that means you have some power over another person. You can make him feel one way or another.

Most boys and girls play games of power. They pretend to be able to do things they can't really do. Have you ever stood in front of a phonograph and waved a stick while music was playing? You were pretending to be the conductor. When you waved the baton, the players played.

Maybe you and your friends have played "Simon Says," or "Mother, May I." In those games you let one person be very powerful. You could move only how and when that person said you could.

The four of you in your group can play a power game. Do you know how to arm wrestle? Someone in your classroom will know how. That is the game.

Let one person in your group be the champion. The other three people in the group arm wrestle with him one at a time. Not one of the three can beat the champion. The other three have to make the contest look real. They have to act as if they are really trying to win. After the champion has beaten the other three people, someone else gets to be champion. Everybody should have a turn at winning. How does it feel to be the strongest in the group?

Grade 6 - Unit II

HOW TO GET THE MOST OUT OF SOCIAL STUDIES

In this unit, the students will be expected to develop skills for gathering and applying information by the use of analysis, synthesis and evaluation. Learning to apply information will enable students to draw conclusions and will contribute to their competency as participants in society.

Skills goals 1,2 and 3.

Two Weeks
One hour daily

PRIMARY CATEGORY: SKILLS GRADE 6 M

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE a : Use a variety of senses to obtain information.

Example: Student develops a research project using tapes and films, charts, etc. as sources for info.

LEARNING ACTIVITY(IES):

1. Use overhead projector overlays made by students to depict different segments of a country.

   land - climate
   natural resources
   people

2. Prepare a program to present to another class on this country with oral reports to correspond with overlays.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 A

GOAL 1- : Gather, analyze, synthesize, and present information.

OBJECTIVE b. : Understand that perceptions of the same object or event may differ from person to person.

Example: Students offer their personal perceptions of an incident on playground.

LEARNING ACTIVITY(IES):

1. Show an "Inside Out" film, such as I Dare You.

   Discuss what children saw in film.

   What different perceptions are there? Why do they depend on how you personally related to the story or the character?

RESOURCES:

1. RMEC-9 #270652 MP I Dare You.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 M

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE c : Choose appropriate sources for information desired.

Example: Interviews, encyclopedias, texts, maps, newspapers, libraries, computers.

LEARNING ACTIVITY(IES):

1. Construct salt and flour maps of countries studied.

   Research what kinds of information can be given on a map.

   Each child then takes his map and incorporates something different in the line of info on his map.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 A

GOAL 1. : Gather, analyze, synthesize, and present information.

OBJECTIVE d : Obtain information from a variety of sources.

Example: Use index, table of contents, glossary.

LEARNING ACTIVITY(IES):

1. Place a list of information wanted on the board.

   Instruct children to indicate which part(s) of a textbook would give them the most accurate info.

   Provide book, have children list specific pages on which designated info can be found.

RESOURCES:

1. REMC-9 #273719 KT Reading Minisystem Level #4-Reviewing Reference Skills.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 M

GOAL 1. : Gather, analyze, synthesize, and present information.

OBJECTIVE e. : Translate information from one form to another.

Example: Construct graphs, tables, charts.

LEARNING ACTIVITY(IES):

1. Construct a graph comparing the food production, etc. of Brazil or any country to that of U.S.

   Using graph, prepare oral report for class - using only questions asked about graph of other students in class.

RESOURCES:

1. REMC-9 #273717 Reading Minisystems Level #4-Interpreting Maps and Graphs.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE f : Analyze information.

Example: Analyze in terms of authorship, date, accuracy; synthesize information (let it sink in).

LEARNING ACTIVITY(IES):

1. Give children a list of books found in library.

   Give set of questions to answer on a topic (include ancient and modern material).

   Ask children to check authorship, date and accuracy in each book and list those books that would be appropriate for info needed.

RESOURCES:

1. REMC-9 #041742 SF Developing Your Study Skills.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE 8 : Evaluate the quality of information.

Example: Verify accuracy of info by reading and comparing several different sources.

LEARNING ACTIVITY(IES):

1. Give a set of information wanted, on hand out sheet.

   Give two groups two different books.

   Have students prepare info and compare end results - variances should be checked out in a third book.

RESOURCES:

1. REMC-9 #273723 KT Reading Minisystems Level #4-Taking Notes.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE h : **Identify similarities and differences within sets of data and reasons for those differences.**

Example: Have students collect similar sets of information, such as school attendance, and identify reasons for different counts.

LEARNING ACTIVITY(IES):

1. Collect statistical data from newspapers and magazines on given or related topics.

   Analyze likenesses and differences in emphases among the resources-what do the compilers of statistics bring to charts?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE i : Frame appropriate research questions.

Example: Who, what, when, where, why avoid bias questions?

LEARNING ACTIVITY(IES):

1. Construct a school newspaper containing interviews and articles about events.

   Specific questions and answers should be apparent as to question above.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE j : Formulate and test generalizations, predictions, and hypotheses based on appropriate information.

Example: Inventing solutions, recalling, integrating and evaluating.

LEARNING ACTIVITY(IES):

1. Present a pollution problem to class.

   Using techniques named in above "Example", have two groups of students make suggestions for solving the pollution problem.

   Discuss different solutions and evaluate the reasonableness and probability of success of each suggested solution.

RESOURCES:

1. REMC-9 #273726 KT Reading Minisystem Level #4-Organizational Skil

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 M

GOAL 1 : **Gather, analyze, synthesize, and present information.**

OBJECTIVE k : **Draw conclusions.**

Example: Based on collected information on school attendance, draw conclusions about how to improve attendance.

LEARNING ACTIVITY(IES):

1. Prepare a chart of absences and reasons for them.

   Draw conclusions as to major reasons and times for absences.

   Brainstorm ideas as to how these trends can be averted or improved

RESOURCES:

1. REMC-9 #273727 KT Reading Minisystems Level #4-Drawing Conclusion

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 1 : **Gather, analyze, synthesize, and present information.**

OBJECTIVE 1. : **Remain open to changes in one's opinions.**

Example: Listen to and analyze a report of a playground incident and evaluate pros and cons of the issue. Draw conclusions.

LEARNING ACTIVITY(IES):

1. Debate an issue, on paper, with someone who has strong dissenting view.

   Exchange papers and read carefully each other's views.

   Question certain statements.

   Write a compromise paper on the topic, using both points of view.

RESOURCES:

1. REMC-9 #273727 KT Reading Minisystems Level#4-Drawing Conclusions

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6

GOAL 1 : Gather, analyze, synthesize, and present information.

OBJECTIVE m . Apply what is learned to new situations.

Example: Problem solving and simulation games.

LEARNING ACTIVITY(IES):

1. Introduce game of "Life". Have children play based on knowledge objectives.

   Analyze their decisions to do certain things in the game. Give reasons.

RESOURCES:

1. REMC-9 #273728 KT Reading Minisystems Level #4-Cause and Effect.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 M

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE a : **Presents own ideas.**

Example: Active participation with oral and written expression in student council, classroom activities and formal assignments.

LEARNING ACTIVITY(IES):

1. Develop student-taught mini-units.

   Students have to prepare lesson plans, develop materials and make presentations.

   Have students analyze each unit taught as to ideas presented and places for improvements.

RESOURCES:

1. REMC-9 #274726 MP Free To Be You and Me. Part #3-Independence.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE b. : Paraphrase what has been heard and obtain agreement from the speaker that the paraphrasing is correct.

Example: Students paraphrase teacher's presentation in social studies.

LEARNING ACTIVITY(IES):

1. Write a summary of unit taught that day.
2. Fill in an outline of material taught that day.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE c-: Listen and respond appropriately.

Example: Questioning, comprehending, recalling within a student council meeting.

LEARNING ACTIVITY(IES):

1. Listen to a taped presentation.

   Write six questions and six vocabulary words from presentation.

   Ask questions of ideas and respond appropriately.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE d : Solicit clarification from others when needed.

Example: Distinguish between relevant and irrelevant information through questioning.

LEARNING ACTIVITY(IES):

1. Write down, for a day, any questions you have concerning subject matter taught.

   Look at the questions which are necessary for doing assignment-which are irrelevant to process.

   Answer questions from class knowledge.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 2 : **Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.**

OBJECTIVE e. : **Encourage others to express themselves.**

Example: Questioning based on the 5 W's, different views--positive criticism.

LEARNING ACTIVITY(IES):

1. Construct a school newspaper containing interviews and articles about events (who, what, when, where, why).

   Specific questions and answers should be apparent as to interview and topic.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 2 : **Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.**

OBJECTIVE f : **Recognize divergent roles within a group.**

Example: Recognize and appreciate leadership and follower roles on the school patrol; direct or indirect.

LEARNING ACTIVITY(IES):

1. List duties of leaders.

   List what behavior can make things easier for leader (for a follower).

   What can leaders do to facilitate things for the good of the order?

RESOURCES:

1. REMC-9 #271236 MP Values-Cooperation.
2. REMC-9 #271239 MP Values-Understanding Others.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 2 : **Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.**

OBJECTIVE 8 : **Recognize emotions and feelings operating within a group and allowing for their expression.**
Example: Recognizing and identifying points of view within the classroom setting.

LEARNING ACTIVITY(IES):

1. Conduct a Glasser Circle on a topic which pertains to a class problem.

   Set standards for discussion.

   -NO put downs.
   -Listen to a person, to completion.
   -Take turns.
   -Others....

   Draw up a workable document of rules to use in problems-solving situations.

RESOURCES:

1. REMC-9 #274724 MP Free To Be You and Me, Part #1-Friendship and Cooperation.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 2.: Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE h. : Recognize and permit the expression of different values, beliefs, and ideas in a group.

Example: Respecting the rights of other students to voice their opions freely.

LEARNING ACTIVITY(IES):

1. Conduct a Glasser Circle on a topic which pertains to a class problem.

   Set standards for discussion.

   -NO put downs.
   -Listen to a person, to completion.
   -Take turns.
   -Other.....

   Draw up a workable document of rules to use in problem-solving situations.

RESOURCES:

1. REMC-9 #274725 MP Free To Be You and Me, Part #2-Expectations.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 2 : Develop the skills necessary for participation in society and governments both as an individual and as a member of a group.

OBJECTIVE i : Use conflict resolution strategies.

Example: Listening, analyzing, evaluating, responding to a conflict situation in the classroom.

LEARNING ACTIVITY(IES):

1. Glasser Circle meetings regarding conflict situations.
   - listen
   - analyze
   - evaluate

RESOURCES:

1. REMC-9 #274437 MP Respecting Others Game.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6

GOAL 3 : Make decisions.

OBJECTIVE a : Recognize the occasion of need for decisions.

Example: How to spend allowances and time.

LEARNING ACTIVITY(IES):

1. Make a graph of how time/money is spent nationally.

   Make a class chart of how time/money is spent by students. Compare with graph of national expenditures.

   Discuss any differences or changes that individuals would make after seeing composite.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 3 : **Make decisions.**

OBJECTIVE b : **Analyze the problem.**

Example: Listing the pros and cons of a choice.

LEARNING ACTIVITY(IES):

1. Present a classroom problem.

   Brainstorm about what is involved in the problem.

   List the components of it-the pros and cons.

   Make a chart to show all of the above.

RESOURCES:

1. REMC-9 #273116 MP Making A Decision Is.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 3 : **Make decisions.**

OBJECTIVE c : **Identify alternative courses of action.**

Example: List alternatives and their consequences.

LEARNING ACTIVITY(IES):

1. Brainstorm solutions to classroom or personal problems.

   List (after debate) which are viable and which are not viable solutions.

   Chart the pros and their consequences.

   Implement the solutions.

RESOURCES:

1. REMC-9 #086006 MP How To Solve A Problem.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 3 : **Make decisions.**

OBJECTIVE d. **Project long and short term consequences of alternative courses of action.**

Example: Make a list of possible consequences of all alternatives.

LEARNING ACTIVITY(IES):

1. Brainstorm solutions to classroom or personal problems.

   List (after debate) which are viable and which are not viable solutions.

   Chart probable long-term and short-term consequences of each proposed solution.

   Implement selected solutions.

RESOURCES:

1. REMC_9 #183250 MP Right or Wrong-Making Moral Decisions.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 3 : **Make decisions.**

OBJECTIVE e : **Identify related values and goals.**

Example: Keep track of how students spend their time and derive their value systems and goals therein.

LEARNING ACTIVITY(IES):

See Skills Objectives 3a-3d on preceeding pages.

1. Make a graph of individual student time spen on given assignments/activities.

   Compare that time with the time they will need to prepare for the next day.

   Analyze why they made those choices.

RESOURCES:

1. REMC-9 #271239 MP Values-Understanding Others.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 3 : **Make decisions.**

OBJECTIVE f : **Judge consequences in the light of values and goals.**

Example: Compare and reevaluate alternative courses of action.

LEARNING ACTIVITY(IES):

1. Try to arrive at solutions to problem(s) confronting the class. Make tentative decisions/choices.

   Meet again to discuss results of first meeting. Give opportunitie for revisions/changes.

   Discuss why there are changes.

RESOURCES:

1. REMC-9 #271240 MP Values-The Right Thing To Do.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 3 : **Make decisions.**

OBJECTIVE g : **Make a choice of alternative course of action or some trade-off among them.**

Example: Compare, analyze, synthesize to arrive at the best possible course of action for the individual.

LEARNING ACTIVITY(IES):

See Skills Objective 3f, on preceeding page.

1. Write a one page analysis of the results after the second try.

   Synthesize and respond to how the solution makes you feel.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 3 : **Make decisions.**

OBJECTIVE h. : **Develop strategies to carry out the approach.**
Example: Plan steps to reach the chosen goal.

LEARNING ACTIVITY(IES):

1. Make a chart listing all the steps which will be needed to reach a given goal.

   Arrange the steps in sequential order.

   Tell who will be responsible for each step. With whom? Where?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 3 : Make decisions.

OBJECTIVE i : Apply the approach in making a decision or solving a problem.

Example: Defend a point of view, predicting outcomes.

LEARNING ACTIVITY(IES):

1. Make a chart listing all the steps which will be needed to reach a given goal.

   Defend the need for each step.

   Predict the outcome(s) of each step to be taken.

   Carry out the proposals.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: SKILLS GRADE 6 I

GOAL 3 : **Make decisions.**

OBJECTIVE j : **Reevaluate and reformulate the process if goals have not been met or new information is introduced.**
Example: Reevaluate and brainstorm new alternatives.

LEARNING ACTIVITY(IES):

See Skills Objective 3i, on preceeding page.

1. Make a chart listing all the steps which were taken to reach the selected goal.

   Evaluate the results of each step.

   Brainstorm alternative strategies for the weak points.

   Carry out the amended proposals, if overall goal was not met during first process.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 6 - Unit III

MEXICO: SOUTH OF THE BORDER

The student, through his study of Mexico, will increase in knowledge of history, geography, economics, government and issues of the land. The student will apply his knowledge, attitudes and skills to the study of Mexico, as a country, and to the Mexican people and their ensuent contributions to the world society. The student's understanding of Mexico and its role in the world will broaden his role in society as well.

Integration of Strands-history, geography, economics, government and issues. Knowledge goals 2,3,4,5,6,7,8 and 9, presented in the proposed order of instruction.

Four Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : **Understand the role and function of law in a democracy.**

OBJECTIVE a : **Understand the purposes for rules and laws.**

Example: Safety, infringement, group rights, ownership, property and liberty.

LEARNING ACTIVITY(IES):

1. Develop a list of unwritten rules that we follow on a daily basis and discuss why we do or do not follow them. For example, saying "please," "thank you", knocking on doors before entering, not interrupting a conversation.
2. Read and discuss examples of Aesop's Fables. Discuss what a moral is and how it relates to their lives.
3. Have children write their own instructive fables.
4. Encourage children to play games (Monopoly), each according to their own rules. Discuss the results.
5. Define "rule," "law" and "punishment."

RESOURCES:

1. Book of Aesop's Fables.
2. REMC-9 #273622 MP Rules, Laws and You.
3. Monopoly Game

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE b : Understand how legal and judicial decisions are made.

Example: By trial or consensus within the Constitution.

LEARNING ACTIVITY(IES):

1. Present films or filmstrip showing court cases and the process by which decisions are reached. Develop vocabulary lists and definitions of participants and legal terms.
2. Bring in speakers, e.g., policeman, lawyer, possibly a judge to explain their roles in the judicial process.
3. Develop a mock trial - e.g., is Goldilocks guilty of breaking and entering, malicious destruction of property; or the Three Little Pigs - harassment and destruction of private property, assault to do great bodily harm.

RESOURCES:

1. Local resource people-Policeman, lawyer, judge.
2. REMC-9 #260080 CT Zenger Trial.
3. REMC-9 #270313 MP Schempp Case-Bible Reading in Public Schools.
4. REMC-9 #270297 MP Freedom to Speak-People of N.Y. vs. Erving Feiner.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE c : Understand how conflicts in laws are resolved.

Example: By applying rules, authority, precedents in court.

LEARNING ACTIVITY(IES):

1. Discuss question "What do you think 'freedom of the press' means?" List answers on board.

2. Compile a list of articles, cartoons, etc., already printed. Add a list of articles that would not be printable and discuss why, e.g., photo of person torturing a dog; article stating people with brown hair are not to be trusted, etc.

3. Invite a news reporter in to discuss rules that a newspaper must follow despite "freedom of the press."

RESOURCES:

1. Local newspaper reporter
2. Local newspapers and magazines
3. REMC-9 #270310 MP Free Press vs. Fair Trial by Jury-Sheppard Case.
4. REMC-9 #133984 MP Mightier Than The Sword-Zenger and Freedom of the Press.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : **Understand the role and function of law in a democracy.**

OBJECTIVE d : **Understand how rules and laws can be changed.**

Example: Appeals to school authority, share among rules, constitutional amendment, court decisions.

LEARNING ACTIVITY(IES):

1. From an old etiquette book, find rules that are no longer in use. Discuss why.
2. Select school rules that might need to be changed. Analyze and make a list of ways that might be used to bring about change (letter to principal, a petition, student council).

   Follow through on these means of change. Make comparisons to local, state and federal issues and how laws/rules are changed.

RESOURCES:

1. School Principal
2. Etiquette Books-Old and New.
3. REMC-9 #272091 MP Living Constitution.
4. REMC-9 #274297 MP Ever Changing Ever Free.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE e : Know the duties of participants in the court.
Example: Judge, jury and attorneys.

LEARNING ACTIVITY(IES):

(1) See Knowledge Objective 2b, for activities related to this one.

RESOURCES:

1. REMC-9 #198912 MP U.S. Supreme Court-Guardian of the Constitution.
2. REMC-9 #093406 MP Interrogation and Counsel.
3. REMC-9 #037175 CT Could You Be-A Lawyer.
4. REMC-9 #102392 MP Justice, Liberty and Law.
5. REMC-9 #205824 MP Twelve Good Men and True-Jury Trial.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE f : Understand factors that might affect justice.

Example: Prejudices, family influence, biased jury, social status.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 2c-freedom of press and responsibilities.
2. Show filmstrip or film on function of jury and its selection.
3. Use newspaper articles describing people with high social political status being favored by the system. Discussion.

RESOURCES:

1. REMC-9 #102360 CT Jury Duty. (For teachers' info.)
2. REMC-9 #093406 MP Interrogation and Counsel.
3. REMC-9 #037175 CT Could You Be-A Lawyer.
4. REMC-9 #102392 MP Justice, Liberty and Law.
5. REMC-9 #205824 MP Twelve Good Men and True-Jury Trial.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 3.: **Understand persistent global issues.**

OBJECTIVE a: **Understand interrelatedness of local and national problems with those confronting the global society.**

Example: Food surplus and world hunger, world population.

LEARNING ACTIVITY(IES):

1. Look up population figures of various highly populated countries and locate them on a world map.
2. Develop a list of problems that these countries might have because of overpopulation and compare them to U.S. problems, e.g., lack of food, housing, jobs, traffic congestion, sewage.
3. Relate these problsm to the U.S. in terms of sharing our technology and surpluses. Develop a class scrap book of articles and pictures of these issues.

RESOURCES:

1. World Map
2. Current Encyclopedia and/or Social Studies Texts.
3. Newspapers, Magazines.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 3 : **Understand persistent global issues.**

OBJECTIVE b : **Recognize that unsolved problems elsewhere in the world often impact upon the United States.**
Example: Economic and political chaos in other countries; illegal crossing of Mexican border, disease.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 3a for related activities.

2. Locate on a world map areas rich in petroleum and mineral deposits. Relate to current events about those areas affecting the U.S. in one way or the other. Develop a bulletin board with these issues.

3. Develop a chart indicating the problems caused by over-population and solutions being tried.

RESOURCES:

1. World Map
2. Newspaper, Magazine graphs
3. REMC-9 #270703 MP House of Man, Part 2-Our Crowded Environment.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 3 : **Understand persistent global issues.**

OBJECTIVE c : **Identify community problems related to energy needs and possible solutions.**
Example: Utility and transportation costs; solar and nuclear power.

LEARNING ACTIVITY(IES):

1. Develop a bulletin board with articles on chemical pollution in local area - example, Midland Dow, PPB, dioxins, chemical waste dumps and Consumers Power Company's nuclear plant in Midland.
2. Bring in a speaker from the local EPA office, Department of Natural Resources.
3. Construct actual models or mural of a polluted environment and one that is being cleaned up. Discussion.

RESOURCES:

1. REMC-9 #271058 SF Seeing Mexico-Agriculture.
2. REMC-9 #271059 SF Seeing Mexico-Industry and Commerce.
3. Speaker from Department of Natural Resources.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 3 : Understand persistent global issues.

OBJECTIVE d : Understand some of the basic needs common to all people within the community such as food, shelter and clothing.

Example: Societies need governmental, educational and social services.

LEARNING ACTIVITY(IES):

1. Research 3 countries, e.g., the United States, Mexico and Costa Rica, in terms of:

   -how people earn a living.
   -how land is used.
   -how tax dollars are spread.

2. Construct circle graphs showing comparisons among them. Draw conclusions relating to natural resources and level of technology available in the country.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE a : Understand the concept, 'culture.'

Example: The way in which a group of people goes about satisfying their needs and wants; groups with common bonds.

LEARNING ACTIVITY(IES):

1. Locate on a map or globe countries which are predominantly Negroid, Caucasoid, Mongoloid.
2. Construct a display or mural showing early man's attempt to adjust to the natural environment in each of these countries.
3. Bring in outside speakers representing different cultures. Children take notes on presentations for later referral.
4. Define "culture". Include examples from #1, #2 and #3, above.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE b : Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
Example: Influence of environment and traditions.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 4a for background information which students can bring to this one.
2. Have students use notes from 4a and plan dioramas to show cause-effect relationships of environment and tradition upon manner of meeting basic needs.

RESOURCES:

1. REMC-9 #133484 SF Mexico-Land and Climate.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 X

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE c : Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.

Example: Each value system meets the needs of its people.

LEARNING ACTIVITY(IES):

1. Choose people to role play a situation-

Time: Wednesday evening, 7:30 p.m.
Place: Hartley living room
Characters: Joe Black, 15 years of age
Mildred, sister, 12 years of age
Mother works as a waitress
Father is a cab driver
Situation: Joe wants to go with friends after dinner. Mother says he must help clean up and do homework.

2. Read book, I Wish I Had An Afro, by John Shearer. Write a description of little John's life with mother-father. How is little John's life similar to yours?

3. Prepare a chart of language derivations and differences in the written and spoken language. Compare findings to acceptable English used in the work place.

RESOURCES:

1. REMC-9 #133488 MP Mexico-Land People.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE d : Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.

Example: Needs for religion, artistic expression.

LEARNING ACTIVITY(IES):

1. Develop a calendar of culturally different religious events and celebrations. Note the way each event contributes to the lives of the children, the parents and the grandparents. What is the significance of the established date of each celebration?

2. Construct a chart of Belief or Fact. Compare Christian, Moslem, and Jewish religious expressions. Put x in boxes yes or no, under Belief or Fact, to indicate the source of the religious expressions.

3. Create pottery decorated with geometric designs commonly used by the particular country studied.

RESOURCES:

1. REMC-9 #018100 FS Arts and Crafts In Mexico.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE e : Understand that within a society, there may exist one or several subcultural groups.
Example: Hispanics, Blacks, Asian Americans and protected groups such as aged, women and handicapped.

LEARNING ACTIVITY(IES):

1. Ask students to list all the groups to which they belong. Have each student orally tell about one of his groups. Note basic differences among the groups. Are some of the groups subcultural in nature?

2. Have the children draw picturs of themselves and list groups to which they belong. Prepare a bulletin board display of the work.

3. Develop folkdances or songs native to subcultural groups.

4. Have a volunteer group prepare a special program about senior citizens.

   -who are they
   -what are their needs
   -to what groups do they belong
   -what are senior citizen "rates" and "credit cards"

5. Does Mexico have subcultural groups? Who are they? How are their needs met?

RESOURCES:

1. REMC-9 #133448 SP Mexico.
2. REMC-9 #271886 MP Mexican Dances, Part 1.
3. REMC-9 #271887 MP Mexican Dances, Part 2.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE f : Understand that within a culturally pluralistic society there exists different ethnic, racial, and religious subgroups.

Example: Language, art expression and religious beliefs differ among our subcultures.

LEARNING ACTIVITY(IES):

1. Observe how this concept is presented in different religions.

THE GOLDEN RULE

Christianity All things whatsoever ye would that men should do to you, do ye even so to them: for this is the Law and the Prophets.

Matthew, 7, 12

Judaism What is hateful to you, do not to your fellowmen. That is the entire Law; all the rest is commentary.

Talmud, Shabbat, 31 a

Brahmanism This is the sum of duty: Do naught unto others which would cause you pain if done to you.

Mahabharata, 5, 1517

Buddhism Hurt not others in ways that you yourself would find hurtful.

Udana-Varga, 5, 18

Confucianism Surely it is the maxim of loving-kindness: Do not unto others that you would not have them do unto you.

Analects, 15, 23

Taoism Regard your neighbor's gain as your own gain, and your neighbor's loss as your own loss.

T'ai Shang Kan Ying P'ien

Zoroastrianism That nature alone is good which refrains from doing unto another whatsoever is not good for itself.

Dadistan-i-dinik, 94, 5

Islam No one of you is a believer until he desires for his brother that which he desires for himself.

Sunnah

RESOURCES:

1. Multicultural Teaching: A Handbook of Activities, Information and Resources, by Pamela L. and Iris M. Tiedt, Allyn and Bacon, Boston, 1979, page 152.
2. REMC-9 Catalog (1980), for art expression kits, to borrow.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE g : Recognize that social-cultural change may create varying degrees of resistance and conflict.
Example: The women's rights movement.

LEARNING ACTIVITY(IES):

1. Obtain the filmstrip and cassette kit, Women In History. Use as a basis for studying changes in woman's attitudes and roles. (Available from Consumers Power Company.)
2. Develop a chart listing women's rights in America and Women's rights in major subcultures. Compare. Then ascertain date when the subcultural group came to America. Cross check to determine what of their own culture they kept and what of American culture they developed.

RESOURCES:

1. REMC-9 #274927 KT Genius of American Women.
2. REMC-9 #275020 MP How We Got the Vote.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE 1 : Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.
Example: In the job market, club memberships, peer group relations.

LEARNING ACTIVITY(IES):

1. Read the story of Devi, Scott Foresman Social Studies, Level 6, pages 79-81. Divide the class into small groups. Discuss what adjustments would be most difficult for Devi in America.

2. Divide the class into two groups. Have each group prepare a role play demonstration to show how children of different cultures prepare for adult occupations.

RESOURCES:

1. Soct Foresman Social Studies Series.
2. REMC-9 #051357 SF Eddie-American Indian Boy.
3. REMC-9 #055080 SF Ernesto-Mexican American Boy.
4. REMC-9 #065650 SF Fred-Black American Boy.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : **Understand the history and present state of own and other cultures.**

OBJECTIVE a : **Know basic historical facts related to the development of the United States.**

Example: Countries which settled; reasons for; separation from another country; Revolutionary War; diversity to common basis; Civil War; Industrial Revolution; introduction to world involvement; historical figures; documents.

LEARNING ACTIVITY(IES):

1. Develop a time line of important events. Discuss interrelationships as an impact on our culture.
2. Stress the Industrial Revolution and it's impact on America.
3. Consider the cultural groups that entered and kept the "cottage industry' or farm life.

RESOURCES:

1. REMC-9 #133478 SF Mexico-Its History.
2. Scott Foresman fifth grade Social Studies Book.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE h : Understand urban, rural and suburban development.

Example: Technology of urban society; agriculture of rural society; suburban need for escape.

LEARNING ACTIVITY(IES):

1. Compare the kinds of technology and occupations found in the United States with those available in other countries (Japan-Iran).
2. How World's First Cities Began.
   The Ugly Palace: Housing In America
   Books to develop the change from rural to urban. Have children divide into groups and present a panel discussion of why this rush to cities; pros and cons of the change.

RESOURCES:

1. REMC-9 #133475 SF Mexico-Its Culture.
2. REMC-9 #131728 FS Market Day In Mexico.
3. REMC-9 #133424 MP Mexican Fishing Village.
4. REMC-9 #133520 SP Mexico-The Cities.
5. REMC-9 #133536 SP Mexico-The Countryside.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : **Understand the history and present state of own and other cultures.**

OBJECTIVE c : **Understand the impact of technology on society.**

Example: Muscle power to machine power; increase in specialization; man's interdependence; changes in careers.

LEARNING ACTIVITY(IES):

1. Prepare a chart indicating problems that occur in a community when population increases.
2. Make suggestions as to how problems can be solved.
3. Overcrowding.

↓
Slums → unsanitary conditions
↓
violence
↓
crime

4. Make a flow chart showing how job→to work→to resources→to government. (→ stands for is related)

RESOURCES:

1. REMC-9 #271058 SF Seeing Mexico-Agriculture.
2. REMC-9 #271059 SF Seeing Mexico-Industry and Commerce.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE d : Understand changes in racial/ethnic relations.

Example: Melting pot theory versus pluralistic society; sex stereotyping; discrimination in jobs.

LEARNING ACTIVITY(IES):

1. Prepare oral reports on Mexico showing the diversity in its culture.
2. Read biographies of famous Mexican people and consider their contributions to their country and to the world.
3. Invite speakers to discuss Mexican contributions to American life and technology.

RESOURCES:

1. REMC-9 #274238 MP Monitos-Portrait of An Artisan Family.
2. REMC-9 #162054 FS People of Mexico.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE e : Understand changes in female and male roles.
Example: Women in the work force; leadership roles; men in the home; struggle for social justice; class status.

LEARNING ACTIVITY(IES):

1. Research the role of women in Mexican society.

   - -educational opportunities
   - -job opportunities
   - -comparison of jobs and pay for men and women
   - -changes needed to bring about higher socio-economic jobs

RESOURCES:

1. REMC-9 #272206 MP Maya-Family Today.
2. REMC-9 #133481 SF Mexico-Its People.
3. Current magazines and books on Mexico's culture.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE f : Understand changes in family, work and population patterns.
Example: Family roles; job skills; movement to areas of need; impact or increased life expectancy; automation.

LEARNING ACTIVITY(IES):

1. Be a newspaper reporter; interview people from Mexico about their country's technology, job skills, products, etc.
2. Debate the pros and cons of capitalism and Mexico's economic system.

RESOURCES:

1. REMC-9 #133540 FS Mexico In Revolution.
2. REMC-9 #271061 SF Seeing Mexico-Its History.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE g : Understand persistent social problems.

Example: Discrimination and prejudice and the evidence therein; aged, crime, drug problems.

LEARNING ACTIVITY(IES):

1. Research the population numbers of Argentina, Brazil, Mexico and the United States and poverty levels in those countries.
2. Research the amount of natural resources available in those countries and the related economic developments of each. Plot findings on maps of these countries.
3. Develop a chart on the bulletin board showing causes of poverty as circles or as leaves of a tree and how each one could be replaced with a possible solution.

RESOURCES:

1. REMC-9 #272509 CT Population Shock.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE h : Understand the development of education institutions.

Example: Influence of custom and social change upon education; changing costs and purposes of education.

LEARNING ACTIVITY(IES):

1. Prepare note cards on Mexican children and what they learn from parents. Do this with one other country. Make a bulletin board comparison of the two.
2. Write a diary of a student in school in Mexico.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE i : Understand development of religious institutions.

Example: Changes within religious beliefs produce changes in society.

LEARNING ACTIVITY(IES):

1. Make a collage of religious symbols from four religions.
2. Discuss (as a panel) how religion in the United States developed and how some early attitudes have bent to modern fast-paced life styles. (Roles of women; abortion, etc.)

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE 1 : Identify changes in a society and consequences of these changes.

Example: World population increases, dwindling resources, increasing interdependence among nations and projected consequential changes.

LEARNING ACTIVITY(IES):

1. Make a mural of cause and effect on the population of uses of resources; alternatives not keeping up with uses.
2. Make a large world map. Show with yarn what products we receive from other countries and what countries depend on us.

RESOURCES:

1. REMC-9 Catalog (1980), page 172, Social Problems.
2. REMC-9 Catalog (1980), page 172, Urbanization.
3. REMC-9 Catalog (1980), page 172, Pollution.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems

OBJECTIVE a : Understand basic economic concepts.

Example: Supply and demand, distribution.

LEARNING ACTIVITY(IES):

1. Make a scrapbook of pictures of consumer goods and heavy industry.

2. Pretend that you are a stock holder of a large automotive company. Write a letter to the president of the company. Describe the kind of car you would like to see manufactured. Tell why you think the car would benefit the company economically.

RESOURCES:

1. REMC-9 #274224 MP Market Place In Mexico.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE b : Understand the basic functions of any economy.

Example: Production of goods and markets therein; cooperation.

LEARNING ACTIVITY(IES):

1. Develop a definition of "economy".

2. Develop a saleable product which the class could produce and market in the school and neighborhood. Involve sources for raw materials, capital, and stocks which children buy. Set up a company with a president, a board of directors, a production line, a sales staff and treasurer. Advertise the product with posters.

3. Develop a competing line of product with another teacher selling the similar or improved product.

4. After this experience, a similar program could be set up on a communist economic pattern where the product, production quotes and pay are dictated by the teacher or a small committee.

5. Draw comparisons and contrasts between the two types of economy. List problems noted within each system.

RESOURCES:

1. REMC-9 #133456 SP Mexico-Crafts and Industry.
2. REMC-9 #133470 SF Mexico-Industry and Commerce.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE c : Understand how a market economy works.

Example: Importing of products, production within specific country, competition.

LEARNING ACTIVITY(IES):

1. Make a mobile of products which we import from different countries
2. Research to learn which of these products need to be imported. Which could we develop from our own resources?

RESOURCES:

1. REMC-9 #133490 ML Mexico-Making Copper.
2. REMC-9 #133492 ML Mexico-Making Ollas.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE d : **Understand the role of money in the economy.**

Example: Availability of capital determines business conditions; money supply, inflation.

LEARNING ACTIVITY(IES):

1. Develop explanations for proverbs such as "Time is money," "Waste not want not." Share explanations with class.
2. Divide the class into groups of two. Each pair of students will role play a situation in which one party sees a "need" while the other sees it as a "want".

RESOURCES:

1. Banker to discuss the role of money.
2. REMC-9 #270335 MP Money-How It Functions.

SEE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE e : Understand factors that influence economic behavior.

Example: Consumers, producers, government and foreign markets all help make economic decisions.

LEARNING ACTIVITY(IES):

1. Role play a small grocery story: what products to stock, what products are made here, what products are made abroad, differences in prices.
2. Expand from role playing to setting up a school store to earn money for the student council.

RESOURCES:

1. REMC-9 #270479 MP Land, Labor and Capital.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE f : Understand economic concepts as they apply to individual decision-making.

Example: World choices, how to use resources for physical and social needs; cost benefit analysis.

LEARNING ACTIVITY(IES):

1. Write on a board these proverbs:
   "A penny saved is a penny earned."
   "A fool and his money are soon parted."

   Have students find facts to support both proverbs. Discuss. Support the statements.

2. Brainstorm about jobs in your own community. Test the selections. Make up flyers and advertise.

RESOURCES:

1. REMC-9 #273193 MP If At First You Don't Succeed.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE g : Understand the historic and current role of labor in our economic system.

Example: Giant industries, large work force, union organizations, better standards of work.

LEARNING ACTIVITY(IES):

1. Discuss "What is a labor union?" "What is it's purpose?"
2. Interview parents and relatives who belong to the labor unions. "What benefits do you derive from membership in the union?" Compare and contrast the information brought to class.
3. Research into the historical reasons for the rise and development of labor unions. Analyze which of these needs still exist. Evaluate activities of modern unions in relation to these needs.

RESOURCES:

1. REMC-9 #132752 MP Medieval Times-Guilds and Trade.
2. REMC-9 #075096 SF Growth of Labor Movement.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE a : Understand factors that influence consumer behavior.

Example: Money, prices, quality of products, commercials.

LEARNING ACTIVITY(IES):

1. Have a banker visit the class and describe how money is distributed.
2. Compare and contrast the quality of products on a visit to a super market.
3. Have children make posters telling about three good economic habits of consumers: earning, saving and spending wisely.

RESOURCES:

1. REMC-9 #272661 KT Getting Your Money's Worth-Group #1.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE b : Give examples of their own limited resources and limited wants.

Example: Limited supply of fossil fuels, unlimited wants of technology dependent on fossil fuels.

LEARNING ACTIVITY(IES):

1. Analyze occupations to determine if they produce goods or services.
2. Give opinions as to how people, businesses and governments make choices about how to use resources. How do they match wants with needs?
3. Analyze a chosen item to determine the natural and human resources needed for its production. Which are limited in supply? Which are unlimited?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 7. : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE c. : Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
Example: Price, content evaluation, service available.

LEARNING ACTIVITY(IES):

1. Develop a shopping list for students to use on a visit to a supermarket(s). Have two groups shop and compare prices, quality of products and services available.
2. Brainstorm a variety of jobs. Then classify the occupations in terms of whether they make something, perform a service, or maintain an element of society.

RESOURCES:

1. REMC-9 #067202 SF Fundamentals of Economics-1.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE d : Identify deceptive sales techniques and practices.

Example: Representation, testimonials, "not tell all" ads, high pressure tactics.

LEARNING ACTIVITY(IES):

1. Read and discuss various propaganda techniques. Example: Houghton Mifflin "Images" has a selection of various types.
2. Have students bring in popular TV or print commercials and analyze them as to their appeal.

RESOURCES:

1. REMC-9 #275050 MP Four Famous Frauds.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE a : Understand that the environment is an integrated system which includes human beings.

Example: Dedication of human resources to compensate for lack of natural resources; clean water and sewage disposal.

LEARNING ACTIVITY(IES):

1. Have students bring news items about countries and cities around the world, then discuss their articles in class and have them post their articles on a world map. Try to cover as many countries as possible.
2. Use desk copies of world, state, national, and regional maps. Have students trace maps to teach them to recognize countries and other features, by their shapes.
3. Have students bring in labels showing where products were made, grown, packaged, etc. Display the labels around a map on the bulletin board and have students pin lengths of yarn from the labels to the products' place of origin on the map. Discuss how the geography and climate in the various areas relate to the products produced there.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE b : Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.

Example: Scarcity determines choice of use; alternate sources of energy: air-water-sunlight-land.

LEARNING ACTIVITY(IES):

1. Construct a model of alternative sources of energy. Research pros and cons.
2. Have students brainstorm some alternatives to improve their own use of resources.

   Implement some of the above suggestions for two weeks. Compare the savings with the usage of a group who did not use the suggestions.

RESOURCES:

1. REMC-9 #271058 SF Seeing Mexico-Agriculture.
2. REMC-9 #133490 ML Mexico-Making Copper.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE c : Understand relationships between the location of human activities and the natural environment.

Example: People are distributed over the earth where the climate and land forms help them to live and earn a living.

LEARNING ACTIVITY(IES):

1. For this activity you will need typing paper and handout maps of Mexico for tracing. After brainstorming, use ideas and encyclopedias to find items to draw on the map. Have the students trace the map and then draw at least eight pictures on the map.

RESOURCES:

1. REMC-9 #133488 MP Mexico-Land and People.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE d : **Understand the influence of the natural environment on human beings.**

Example: Geographical diversity influences where people settle and produce; migration patterns based on climate preferences, food and transportation.

LEARNING ACTIVITY(IES):

1. On a duplicating master or a large sheet of butcher paper draw an imaginary continent divided into five countries, with an island country nearby. Draw in mountain ranges, rivers, deserts, and other geographical features. Divide the class into six groups and assign each group one of the countries. The group decides on a name for their country, the location and names of five cities and towns, and the names of the geographical features in their country. The group who has the source of a river in their country gets to name that river. Students must state the reasons for the location of their cities and towns (by a river for transportation, etc.). As a final assignment, have each group make up ten laws for their country for the year 2100.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE e : Understand influences of the natural environment on the shaping of culture.

Example: Availability of natural resources can affect people's choices of where to live and what to do (zoning, artistic needs, customs)

LEARNING ACTIVITY(IES):

1. Review data obtained for Knowledge Objectives 8a-8d; see preceeding pages.

RESOURCES:

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE f : Understand how societal actions and decisions affect the natural environment.

Example: Safeguarding, utilizing, wasting of resources determine life/death of environment.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 8b for further expansion of this objective.
2. Take a dead environment and analyze why it died. Was it due to a natural fact or did man precipitate it?

RESOURCES:

1. REMC-9 #037492 SF Crisis of Environment Part #1.
2. REMC-9 #037493 SF Crisis of Environment, Part #2.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE g : Understand that a natural environment can serve varied needs.

Example: Food, shelter, clothing, production of goods.

LEARNING ACTIVITY(IES):

1. Historically, lumber has been an important product of Michigan. Develop ideas of the different uses of wood in home and industry. List uses of wood within the school, in building construction, furniture, paper products, etc.
2. On a map of the local area, trace land use for various purposes: residential, farming, manufacturing, commercial.

RESOURCES:

1. REMC-9 #270843 MP Environment.
2. REMC-9 #270160 MP Man's Basic Need-Natural Resources.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE h : Recognize the potential of various societies to use and abuse the natural environment.
Example: Highly industrialized societies, oil drilling in national forests or offshore.

LEARNING ACTIVITY(IES):

1. From current events collect articles on pollution problems and their effects on the population.
2. Develop a poster or bulletin board on causes and effects of pollution.
3. Discuss how lack of understanding of harmful effects on the natural environment can lead to people's suffering.

RESOURCES:

1. Library research on oil drilling.
2. REMC-9 #270527 MP Multiply and Subdue The Earth, Parts 1 and 2.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE i : Understand that human uses of the natural environment are limited.

Example: Water is a necessary resource; water shortages cause serious choices.

LEARNING ACTIVITY(IES):

1. Brainstorm about the resources we probably use each day. Keep a record of the resources actually used each day for one week. Compare the actual usage with that on the probable list. Discuss the results of the brainstorming and the comparison. Multiply this observed difference by the number of students in your school.
2. Make a scrap book of pictures of rural areas. Note changes caused by the building of highways and shopping centers.
3. Bring in a city planner. Have him explain what decisions go into placing buildings where they are.

RESOURCES:

1. REMC-9 #274159 MP Portrait of Mexico.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE 1 : Understand effects of the worldwide limitations of nonrenewable resources.

Example: Solar-nuclear power and problems therein; genetic research.

LEARNING ACTIVITY(IES):

1. Bring in a representative of Consumers Power Company. Have him discuss the Midland Nuclear Power Plant and its contribution to the future.
2. Build a model of solar power. Demonstrate its use. Prepare a written research paper on benefits of such.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE k : Recognize the costs and benefits of alternative uses of the natural and man-made environment.

Example: Inflation caused by high oil prices; limitations on factory expansion. -

LEARNING ACTIVITY(IES):

1. Discuss gas price fluctuations and the reasons for them.
2. Show pictures of your community of a few years ago and of the factories that were present. Which factories have closed or disappeared? Why?
3. Bring in newspaper articles re closings of factories. List the reported causes for the closings.

RESOURCES:

1. Pamphlets from public libraries.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE 1 : Locate important natural features, cities and nations.

Example: Continents, oceans, mountains, main cities and nations of world.

LEARNING ACTIVITY(IES):

STAMP COLLECTING

You will need a package of inexpensive stamps of the world, a world atlas, and almanacs. Divide the class into small groups of four to six students and allow two class periods for this activity. Distribute fifteen to twenty stamps to each group. Have the students identify the country of each stamp's origin and locate each country in the atlas. (At this point you can do a multitude of things.) After each country is identified, ask the groups to identify the capital, major rivers, or other physical or political features. Have the groups determine surrounding countries, the latitude and longitude of the capital, and significant past or present leaders.

To avoid loss or damage to the stamps and to prolong their use, laminate them on colored poster board or cover them with clear contact paper.

For a follow-up activity, have the students write a report on one of the countries.

FINDING LATITUDE AND LONGITUDE ON GLOBES AND MAPS

For this activity you will need one globe for every five to seven students. Allow twenty minutes to one hour for the activity.

Divide the class into teams, each with five to seven students. Write several latitude and longitude locations on the chalkboard (as many locations as there are students) to designate a country, island, lake, or sea. The first player quietly tells the teacher the answer. If he/she is correct, the second player gets the globe or map and works on the second location. If the first player is incorrect, he/she must sit down and continue searching for the first location. The first team to find all the locations wins. This exercise can also be used with United States maps and is excellent for reinforcing globe and map studies.

RESOURCES:

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8.: Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE m : Understand environmental problems and possible solutions to those problems.
Example: Chemical pollution and by-products of production; re-evaluate priority for uses.

LEARNING ACTIVITY(IES):

1. Bring in newspaper articles about chemical pollution and how it affects the environment and people.
2. Present a visitor from EPA. Have him discuss how widspread the pollution problem is and how it will continue unless solutions are found.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE a : Know the purposes of the government.

Example: Maintain law and order and stability in society; protection of personal freedom, private property; preservation and allocation of natural resources; guarantee individual rights.

LEARNING ACTIVITY(IES):

1. See cartoon in Scott Foresman Social Studies, Grade 6, page 230. Discuss who has power and why.
2. Define "government." Brainstorm ideas that children have about powers of government.
3. Find articles which state that government has too little or too much power. Report findings. Summarize.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE b : Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S, Constituiton, court decisions and laws.

Example: Rights and responsibilities of citizenship; representative government; freedom from arbitrary government action.

LEARNING ACTIVITY(IES):

1. Make a poster showing what basic political principles are expressed in the Constitution and in The Declaration of Independence.
2. Invite an attorney to discuss your rights as citizens. Why do we have this protection?

RESOURCES:

1. Local attorney
2. REMC-9 Films used on previous days.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE c : Understand the organization and functions of state and local governments and their relationships to the federal government.

Example: Executive, legislative, and judicial decisions must conform to Constitution, (City Council, Mayor, names of important officials).

LEARNING ACTIVITY(IES):

1. Make a flow chart showing the branches of the government, people in charge/responsibilities.
2. Invite a Mexican resident to examine the flow chart you made in #1 and compare the information presented with information about the Mexican government.
3. Invite the mayor to address the class.
4. Attend a city council meeting.

RESOURCES:

1. The Mayor
2. The City Council
3. A Mexican Speaker

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE d : **Understand the range and importance of decisions made by state and local government.**

Example: Capital punishment; property; custody of dependents; types of taxes; decisions on roads, parks, fire and police protection.

LEARNING ACTIVITY(IES):

1. Listen to local news, read newspapers and interview adults to learn about the range of decisions/responsibilities of local government. Keep an open-ended list of your findings. Add to the list daily.
2. Do the same as in #1, above, for the state and national governments.
3. Develop a chart to show how local government builds on state and national governments.
4. Interview Mexican residents to learn about the range of decisions/responsibilities of local government in Mexico.

RESOURCES:

1. Mexican residents in the community.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE e : Understand how decisions made by the various branches and levels of state and local government are interdependent.
Example: Tax collection and local ordinances.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 9d for activities and background information for students.
2. Use information obtained for Knowledge Objective 9d to open the discussion on tax collection. Have students match government decisions/responsibilities with sources of funding.
3. Have students investigate tax collection procedures in Mexico.

RESOURCES:

1. Mexican residents in the community.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE f : **Understand the limits on decision-making powers of the local and state government.**
Example: Constitution of the United States supercedes.

LEARNING ACTIVITY(IES):

1. Study the Constitution of the United States. Synthesize the rights enumerated therein.
2. Bring in a judge to discuss how proposed laws are looked at in terms of The Constitution of the United States.
3. Write to the Mexican Consulate for information on limitations on decision-making powers of local governments, in Mexico.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE g : **Understand the formal legislative process at the local level.**

Example: City council provides for direct input of citizenry.

LEARNING ACTIVITY(IES):

1. Visit a city council meeting. Look for citizen attendance, input; formal motions and discussion; input of council members and mayor; role of city manager.
2. Make a chart/diagram of power and legislative processes in the city council.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE h : **Understand voter behavior in state and local elections.**

Example: Millage elections, petition process, active and inactive voters (apathy).

LEARNING ACTIVITY(IES):

1. Become active in a mock election procedure within the school. End results could be student council officers.
2. Become active in school rules acceptance and representation in in the student council.
3. Contact the City Clerk to obtain data about voter behavior in your community. Number registered: Number who voted in each of last three elections?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 R

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE 1 : Understand the role of political parties.

Example: Provide a choice for decision-making.

LEARNING ACTIVITY(IES):

1. Invite the chairmen (local) of the political parties to your room. Have them explain their roles and what part they play in the political elections.
2. Show a film on the two-party system and why it is necessary to have the system.
3. Compare the two-party system with a system where political choice is not found. Discuss how the later system would change rules in the schools.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE J : Identify selected excerpts from the Constitution, Declaration of Independence, and Bill of Rights.
Example: Preamble; life, liberty and pursuit of happiness; Bill of Rights.

LEARNING ACTIVITY(IES):

1. Obtain from John Hancock Insurance Company copies of The Constitution of the United States and The Declaration of Independence.

   Analyze selected sections of the documents as to word meaning and total content.

   Stress how the content affects the individuals in the class room.

   Compare the content with school rules which also adhere to such rights.

RESOURCES:

1. John Hancock Insurance Company for copies of The Constitution of the United States and The Declaration of Independence.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE k : **Associate governmental actions with the appropriate level of local and state government.**

Example: Administration, legislation, law interpretation, (millage, school attendance, jail confinement, state equalization, food content).

LEARNING ACTIVITY(IES):

1. Make a flow chart that shows how the different branches of government function and are interrelated.
2. Bring in newspaper articles of information on how state and federal government laws affect local issues and events. Place the information on a bulletin board.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE 1 : Understand how, when and with what qualifications publ officials are elected, appointed or nominated at the local level.

Example: Primary and main elections, every 2/4 years, citizenship, age.

LEARNING ACTIVITY(IES):

1. Conduct a mock election. Study what goes into a primary and a direct election.
2. Put on a mock convention for an audience.
3. Present a film which shows the qualifications and processes for an election.

RESOURCES:

1. REMC-9 #270370 MP Political Process.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE m : Understand how public officials can be removed.

Example: Impeachment, recall elections, censure, expulsion from Congress.

LEARNING ACTIVITY(IES):

1. Get micro-film from The Saginaw News, on Abscam and Watergate. Discuss what lead up to the events.
2. Research how dissent can be handled.
3. Bring in newspaper articles about the use of recall of elected officials. Discuss why this can happen.

RESOURCES:

1. The Saginaw News.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE n : **Understand registration and voting procedures.**

Example: Age limit, citizenship, residency, no police record, precincts and election boards.

LEARNING ACTIVITY(IES):

1. Conduct a mock election. Study what goes into a primary and a direct election.
2. Put on a mock convention for an audience.
3. Present a film which shows the qualifications and processes for an election.
4. Ask the school secretary or principal to demonstrate how he/she registers adults for voting. When? Why?
5. Invite a naturalized citizen to explain how he/she became a citizen. Discuss the meaning of "citizen," as applied to elections.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE o : Recognize the legality and constitutionality of individual and group actions.

Example: The right to exist and express views without trespassing on others' rights.

LEARNING ACTIVITY(IES):

1. Discuss "life style" and how a life style which seems right for you cannot be imposed upon others.
2. Contrast your right to a life style to a totalitarian society where dissent is not allowed.
3. Research people who have been deported from their home countries for expressing dissenting views.

RESOURCES:

1. REMC-9 #035880 SF Communism and Human Rights.
2. REMC-9 #036592 SF Constitution of The United States.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 6 - Unit IV

BRAZIL: BENEATH THE SOUTHERN CROSS

The student, through his study of Brazil, will increase in knowledge of history, geography, economics, government and issues of the lands. The student will apply his knowledge, attitudes and skills to the study of Brazil, as a country, and to the Brazilian people and their ensuent contributions to the world society. The student's understanding of Brazil and its role in the world will broaden his role in society as well.

Integration of Strands-history, geography, economics, government, and issues. Knowledge goals 2,3,4,5,6,7,8 and 9, presented in the proposed order of instruction.

Four Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE a : Understand the purposes for rules and laws.
Example: Safety, infringement, group rights, ownership, property and liberty.

LEARNING ACTIVITY(IES):

1. Develop a list of unwritten rules that we follow on a daily basis and discuss why we do or do not follow them. For example, saying "please," "thank you", knocking on doors before entering, not interrupting a conversation.
2. Read and discuss examples of Aesop's Fables. Discuss what a moral is and how it relates to their lives.
3. Have children write their own instructive fables.
4. Encourage children to play games (Monopoly), each according to their own rules. Discuss the results.
5. Define "rule," "law" and "punishment."

RESOURCES:

1. Book of Aesop's Fables.
2. REMC-9 #273622 MP Rules, Laws and You.
3. Monopoly Game

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE b : Understand how legal and judicial decisions are made.

Example: By trial or consensus within the Constitution.

LEARNING ACTIVITY(IES):

1. Present films or filmstrip showing court cases and the process by which decisions are reached. Develop vocabulary lists and definitions of participants and legal terms.
2. Bring in speakers, e.g., policeman, lawyer, possibly a judge to explain their roles in the judicial process.
3. Develop a mock trial - e.g., is Goldilocks guilty of breaking and entering, malicious destruction of property; or the Three Little Pigs - harassment and destruction of private property, assault to do great bodily harm.

RESOURCES:

1. Local resource people-Policeman, lawyer, judge.
2. REMC-9 #260080 CT Zenger Trial.
3. REMC-9 #270313 MP Schempp Case-Bible Reading in Public Schools.
4. REMC-9 #270297 MP Freedom to Speak-People of N.Y. vs. Irving Feiner.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE c : Understand how conflicts in laws are resolved.

Example: By applying rules, authority, precedents in court.

LEARNING ACTIVITY(IES):

1. Discuss question "What do you think 'freedom of the press' means?" List answers on board.

2. Compile a list of articles, cartoons, etc., already printed Add a list of articles that would not be printable and discuss why, e.g., photo of person torturing a dog; article stating people with brown hair are not to be trusted, etc.

3. Invite a news reporter in to discuss rules that a newspaper must follow despite "freedom of the press."

RESOURCES:

1. Local Newspaper.
2. Magazines.
3. Reporters.
4. REMC-9 #27031C MP Free Press vs. Free Trial.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE d : Understand how rules and laws can be changed.

Example: Appeals to school authority, share among rules, constitutional amendment, court decisions.

LEARNING ACTIVITY(IES):

1. From an old etiquette book, find rules that are no longer in use. Discuss why.
2. Select school rules that might need to be changed. Analyze and make a list of ways that might be used to bring about change (letter to principal, a petition, student council).

   Follow through on these means of change. Make comparisons to local, state and federal issues and how laws/rules are changed.

RESOURCES:

1. School Principal
2. Etiquette Books-Old and New.
3. REMC-9 #272091 MP Living Constitution.
4. REMC-9 #274297 MP Ever Changing Ever Free.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE e : Know the duties of participants in the court.
Example: Judge, jury and attorneys.

LEARNING ACTIVITY(IES):

(1) See Knowledge Objective 2b, for activities related to this one.

RESOURCES:

1. REMC-9 #198912 MP U.S. Supreme Court-Guardian of the Constitution.
2. REMC-9 #093406 MP Interrogation and Counsel.
3. REMC-9 #037175 CT Could You Be-A Lawyer.
4. REMC-9 #102392 MP Justice, Liberty and Law.
5. REMC-9 #205824 MP Twelve Good Men and True-Jury Trial.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE f : Understand factors that might affect justice.

Example: Prejudices; family influence, biased jury, social status.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 2c-freedom of press and responsibilities.
2. Show filmstrip or film on function of jury and its selection.
3. Use newspaper articles describing people with high social political status being favored by the system. Discussion.

RESOURCES:

1. Newspapers.
2. REMC-9 #102360 CT Jury Duty.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE a : Understand interrelatedness of local and national problems with those confronting the global society.

Example: Food surplus and world hunger, world population.

LEARNING ACTIVITY(IES):

1. Look up population figures of various highly populated countries and locate them on a world map.
2. Develop a list of problems that these countries might have because of overpopulation and compare them to U.S. problems, e.g., lack of food, housing, jobs, traffic congestion, sewage.
3. Relate these problsm to the U.S. in terms of sharing our technology and surpluses. Develop a class scrap book of articles and pictures of these issues.

RESOURCES:

1. World Map
2. Current Encyclopedia and/or Social Studies Texts.
3. Newspapers, Magazines.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE b : Recognize that unsolved problems elsewhere in the world often impact upon the United States.
Example: Economic and political chaos in other countries; illegal crossing of Brazilian border, disease.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 3a for related activities.
2. Locate on a world map areas rich in petroleum and mineral deposits. Relate to current events about those areas affecting the U.S. in one way or the other. Develop a bulletin board with these issues.
3. Develop a chart indicating the problems caused by over-population and solutions being tried.

RESOURCES:

1. World Map
2. Newspaper, Magazine graphs
3. REMC-9 #270703 MP House of Man, Part 2-Our Crowded Environment.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 3 : Understand persistent global issues.

OBJECTIVE c : Identify community problems related to energy needs and possible solutions.
Example: Utility and transportation costs; solar and nuclear power.

LEARNING ACTIVITY(IES):

1. Develop a bulletin board with articles on chemical pollution in local area - example, Midland Dow, PPB, dioxins, chemical waste dumps and Consumers Power Company's nuclear plant in Midland.
2. Bring in a speaker from the local EPA office, Department of Natural Resources.
3. Construct actual models or mural of a polluted environment and one that is being cleaned up. Discussion.

RESOURCES:

1. REMC-9 #092472 FS Industries and Products of South America.
2. REMC-9 #025538 SF Brazilian Highland and Amazon Basin.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 3 : Understand persistent global issues.

OBJECTIVE d : Understand some of the basic needs common to all people within the community such as food, shelter and clothing.

Example: Societies need governmental, educational and social services.

LEARNING ACTIVITY(IES):

1. Research 3 countries, e.g., the United States, Brazil and Costa Rica, in terms of:
    - -how people earn a living.
    - -how land is used.
    - -how tax dollars are spread.
2. Construct circle graphs showing comparisons among them. Draw conclusions relating to natural resources and level of technology available in the country.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE a : Understand the concept, 'culture.'

Example: The way in which a group of people goes about satisfying their needs and wants; groups with common bonds.

LEARNING ACTIVITY(IES):

1. Locate on a map or globe countries which are predominantly Negroid, Caucasoid, Mongoloid.
2. Construct a display or mural showing early man's attempt to adjust to the natural environment in each of these countries.
3. Bring in outside speakers representing different cultures. Children take notes on presentations for later referral.
4. Define "culture". Include examples from #1, #2 and #3, above.

RESOURCES:

1. Globe, map, speakers.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE b : Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
Example: Influence of environment and traditions.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 4a for background information which students can bring to this one.
2. Have students use notes from 4a and plan dioramas to show cause-effect relationships of environment and tradition upon manner of meeting basic needs.

RESOURCES:

1. REMC-9 #275293 MP Geography of South America-Brazil and the Guianas.
2. REMC-9 #120650 FS Lands and People of Northern South America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE c : Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.

Example: Each value system meets the needs of its people.

LEARNING ACTIVITY(IES):

1. Choose people to role play a situation-

   Time: Wednesday evening, 7:30 p.m.
   Place: Hartley living room
   Characters: Joe Black, 15 years of age
   Mildred, sister, 12 years of age
   Mother works as a waitress
   Father is a cab driver
   Situation: Joe wants to go with friends after dinner. Mother says he must help clean up and do homework.

2. Read book, I Wish I Had An Afro, by John Shearer. Write a description of little John's life with mother-father. How is little John's life similar to yours?

3. Prepare a chart of language derivations and differences in the written and spoken language. Compare findings to acceptable English used in the work place.

RESOURCES:

1. REMC-9 #025538 SF Brazilian Highland and Amazon Basin.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 4 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE d : Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.
Example: Needs for religion, artistic expression.

LEARNING ACTIVITY(IES):

1. Develop a calendar of culturally different religious events and celebrations. Note the way each event contributes to the lives of the children, the parents and the grandparents. What is the significance of the established date of each celebration?

2. Construct a chart of Belief or Fact. Compare Christian, Moslem, and Jewish religious expressions. Put x in boxes yes or no, under Belief or Fact, to indicate the source of the religious expressions.

3. Create pottery decorated with geometric designs commonly used by the particular country studied.

RESOURCES:

1. REMC-9 #092470 FS Industries and Products of South America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE e : Understand that within a society, there may exist one or several subcultural groups.
Example: Hispanics, Blacks, Asian Americans and protected groups such as aged, women and handicapped.

LEARNING ACTIVITY(IES):

1. Ask students to list all the groups to which they belong. Have each student orally tell about one of his groups. Note basic differences among the groups. Are some of the groups subcultural in nature?

2. Have the children draw picturs of themselves and list groups to which they belong. Prepare a bulletin board display of the work.

3. Develop folkdances or songs native to subcultural groups.

4. Have a volunteer group prepare a special program about senior citizens.

   -who are they
   -what are their needs
   -to what groups do they belong
   -what are senior citizen "rates" and "credit cards"

5. Does Mexico have subcultural groups? Who are they? How are their needs met?

RESOURCES:

1. REMC-9 #025410 SP Brazil-Fideler.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4. : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE f : Understand that within a culturally pluralistic society there exists different ethnic, racial, and religious subgroups.
Example: Language, art expression and religious beliefs differ among our subcultures.

LEARNING ACTIVITY(IES):

1. Observe how this concept is presented in different religions.

THE GOLDEN RULE

Christianity · All things whatsoever ye would that men should do to you, do ye even so to them: for this is the Law and the Prophets.

Matthew, 7, 12

Judaism What is hateful to you, do not to your fellowmen. That is the entire Law; all the rest is commentary.

Talmud, Shabbat, 31 a

Brahmanism This is the sum of duty: Do naught unto others which would cause you pain if done to you.

Mahabharata, 5, 1517

Buddhism Hurt not others in ways that you yourself would find hurtful.

Udana-Varga, 5, 18

Confucianism Surely it is the maxim of loving-kindness: Do not unto others that you would not have them do unto you.

Analects, 15, 23

Taoism Regard your neighbor's gain as your own gain, and your neighbor's loss as your own loss.

T'ai Shang Kan Ying P'ien

Zoroastrianism That nature alone is good which refrains from doing unto another whatsoever is not good for itself.

Dadistan-i-dinik, 94, 5

Islam No one of you is a believer until he desires for his brother that which he desires for himself.

Sunnah

RESOURCES:

1. Multicultural Teaching: A Handbook of Activities, Information and Resources, by Pamela L. and Iris M. Tiedt, Allyn and Bacon, Boston, 1979, page 152.
2. Saginaw News.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE g : Recognize that social-cultural change may create varying degrees of resistance and conflict.
Example: The women's rights movement.

LEARNING ACTIVITY(IES):

1. Obtain the filmstrip and cassette kit, Women In History. Use as a basis for studying changes in woman's attitudes and roles. (Available from Consumers Power Company.)
2. Develop a chart listing women's rights in America and Women's rights in major subcultures. Compare. Then ascertain date when the subcultural group came to America. Cross check to determine what of their own culture they kept and what of American culture they developed.

RESOURCES:

1. REMC-9 #274927 KT Genius of American Women.
2. REMC-9 #275020 MP How We Got the Vote.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE h : Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.
Example: In the job market, club memberships, peer group relations.

LEARNING ACTIVITY(IES):

1. Read the story of Devi, Scott Foresman Social Studies, Level 6, pages 79-81. Divide the class into small groups. Discuss what adjustments would be most difficult for Devi in America.
2. Divide the class into two groups. Have each group prepare a role play demonstration to show how children of different cultures prepare for adult occupations.

RESOURCES:

1. Scott Foresman Social Studies, Level 6.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE a : Know basic historical facts related to the development of the United States.

Example: Countries which settled; reasons for; separation from another country; Revolutionary War; diversity to common basis; Civil War; Industrial Revolution; introduction to world involvement; historical figures; documents.

LEARNING ACTIVITY(IES):

1. Develop a time line of important events. Discuss interrelationships as an impact on our culture.
2. Stress the Industrial Revolution and it's impact on America.
3. Consider the cultural groups that entered and kept the "cottage industry" or farm life.

RESOURCES:

1. REMC-9 #082900 FS Historic Background of South America.
2. REMC-9 #272537 MP North Brazil.
3. REMC-9 #272707 SF Seeing Brazil-History and Culture.
4. REMC-9 #272704 SF Seeing Brazil-Land and People.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE h : Understand urban, rural and suburban development.

Example: Technology of urban society; agriculture of rural society; suburban need for escape.

LEARNING ACTIVITY(IES):

1. Compare the kinds of technology and occupations found in the United States with those available in other countries (Japan-Iran).

2. How World's First Cities Began.
   The Ugly Palace: Housing In America
   Books to develop the change from rural to urban. Have children divide into groups and present a panel discussion of why this rush to cities; pros and cons of the change.

RESOURCES:

1. REMC-9 #025252 MP Brazila.
2. REMC-9 #025512 MP Brazil-People Highland.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE c : Understand the impact of technology on society.

Example: Muscle power to machine power; increase in specialization; man's interdependence; changes in careers.

LEARNING ACTIVITY(IES):

1. Prepare a chart indicating problems that occur in a community when population increases.
2. Make suggestions as to how problems can be solved.
3. Overcrowding.

↓
Slums → unsanitary conditions
↓
violence
↓
crime

4. Make a flow chart showing how job→to work→to resources→to government. (→ stands for is related)

RESOURCES:

1. REMC-9 #025410 SP Brazil-Fidler.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE d : Understand changes in racial/ethnic relations.

Example: Melting pot theory versus pluralistic society; sex stereotyping; discrimination in jobs.

LEARNING ACTIVITY(IES):

1. Prepare oral reports on Brazil showing the diversity in its culture.
2. Read biographies of famous Brazilian people and consider their contributions to their country and to the world.
3. Invite speakers to discuss Brazilian contributions to American life and technology.

RESOURCES:

1. REMC-9 #275136 MP Brazil-South America's Giant.
2. REMC-9 #025512 MP Brazil-People of Highlands.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE e : Understand changes in female and male roles.
Example: Women in the work force; leadership roles; men in the home; struggle for social justice; class status.

LEARNING ACTIVITY(IES):

1. Research the role of women in Brazilian society.

   - educational opportunities
   - job opportunities
   - comparison of jobs and pay for men and women
   - changes needed to bring about higher socio-economic jobs

RESOURCES:

1. Library Sources
2. REMC-9 #162080 FS People of South America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE f : Understand changes in family, work and population patterns.
Example: Family roles; job skills; movement to areas of need; impac or increased life expectancy; automation.

LEARNING ACTIVITY(IES):

1. Be a newspaper reporter; interview people from Brazil about their country's technology, job skills, products, etc.
2. Debate the pros and cons of capitalism and Brazila's economic system.

RESOURCES:

1. Library Sources.
2. REMC-9 #275136 MP Brazil-South America's Giant.

USE BACK OF SHEET FOR VOCABULARY AND MATERIALS, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : **Understand the history and present state of own and other cultures.**

OBJECTIVE g : **Understand persistent social problems.**

Example: Discrimination and prejudice and the evidence therein; aged, crime, drug problems.

LEARNING ACTIVITY(IES):

1. Research the population numbers of Argentina, Brazil, Mexico and the United States and poverty levels in those countries.
2. Research the amount of natural resources available in those countries and the related economic developments of each. Plot findings on maps of these countries.
3. Develop a chart on the bulletin board showing causes of poverty as circles or as leaves of a tree and how each one could be replaced with a possible solution.

RESOURCES:

1. Brazilian Consulate for current information.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE h : Understand the development of education institutions.
Example: Influence of custom and social change upon education; changing costs and purposes of education.

LEARNING ACTIVITY(IES):

1. Prepare note cards on Brazilian children and what they learn fro parents. Do this with one other country. Make a bulletin board comparison of the two.

2. Write a diary of a student in school in Brazil.

RESOURCES:

1. REMC-9 #025410 SP Brazil-Fidler.
2. REMC-9 #032688 SP Children of South America.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE i : Understand development of religious institutions.

Example: Changes within religious beliefs produce changes in society.

LEARNING ACTIVITY(IES):

1. Make a collage of religious symbols from four religions.
2. Discuss (as a panel) how religion in the United States developed and how some early attitudes have bent to modern fast-paced life styles. (Roles of women; abortion, etc.)

RESOURCES:

1. REMC-9 #025538 SF Brazilian Highlands and Amazon Basin.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE 1 : Identify changes in a society and consequences of these changes.

Example: World population increases, dwindling resources, increasing interdependence among nations and projected consequential changes.

LEARNING ACTIVITY(IES):

1. Make a mural of cause and effect on the population of uses of resources; alternatives not keeping up with uses.
2. Make a large world map. Show with yarn what products we receive from other countries and what countries depend on us.

RESOURCES:

1. School Library-Public Library
2. Newspaper-magazines.
3. Brazilian Consulate for current information.

USE BACK OF SHEET FOR VOCABULARY AND MATERIALS AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE a : Understand basic economic concepts.

Example: Supply and-demand, distribution.

LEARNING ACTIVITY(IES):

1. Make a scrapbook of pictures of consumer goods and heavy industry.
2. Pretend that you are a stock holder of a large automotive company. Write a letter to the president of the company. Describe the kind of car you would like to see manufactured. Tell why you think the car would benefit the company economically.

RESOURCES:

1. REMC-9 #025410 SP Brazil-Fideler.
2. REMC-9 #092470 FS Industries and Products-South America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE b : Understand the basic functions of any economy.

Example: Production of goods and markets therein; cooperation.

LEARNING ACTIVITY(IES):

1. Develop a definition of "economy".
2. Develop a saleable product which the class could produce and market in the school and neighborhood. Involve sources for raw materials, capital, and stocks which children buy. Set up a company with a president, a board of directors, a production line, a sales staff and treasurer. Advertise the product with posters.
3. Develop a competing line of product with another teacher selling the similar or improved product.
4. After this experience, a similar program could be set up on a communist economic pattern where the product, production quotes and pay are dictated by the teacher or a small committee.
5. Draw comparisons and contrasts between the two types of economy. List problems noted within each system.

RESOURCES:

1. REMC-9 #197424 MP Story of Coffee.
2. REMC-9 #272420 MP South Brazil.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE c : Understand how a market economy works.

Example: Importing of products, production within specific country, competition.

LEARNING ACTIVITY(IES):

1. Make a mobile of products which we import from different countries
2. Research to learn which of these products need to be imported. Which could we develop from our own resources?

RESOURCES:

1. REMC-9 #025460 FS Brazil-Part 1.
2. REMC-9 #025486 FS Brazil-Part 2.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE d : **Understand the role of money in the economy.**

Example: Availability of capital determines business conditions; money supply, inflation.

LEARNING ACTIVITY(IES):

1. Develop explanations for proverbs such as "Time is money," "Waste not want not." Share explanations with class.
2. Divide the class into groups of two. Each pair of students will role play a situation in which one party sees a "need" while the other sees it as a "want".

RESOURCES:

1. REMC-9 #270335 MP Money and How It Functions.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE e : Understand factors that influence economic behavior.

Example: Consumers, producers, government and foreign markets all help make economic decisions.

LEARNING ACTIVITY(IES):

1. Role play a small grocery store: what products to stock, what products are made here, what products are made abroad, differences in prices.
2. Expand from role playing to setting up a school store to earn money for the student council.

RESOURCES:

1. REMC-9 #270479 MP Land, Labor and Capital.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : **Understand economics and economic systems.**

OBJECTIVE f : **Understand economic concepts as they apply to individual decision-making.**

Example: World choices, how to use resources for physical and social needs; cost benefit analysis.

LEARNING ACTIVITY(IES):

1. Write on a board these proverbs:
   "A penny saved is a penny earned."
   "A fool and his money are soon parted."

   Have students find facts to support both proverbs. Discuss. Support the statements.

2. Brainstorm about jobs in your own community. Test the selections. Make up flyers and advertise.

RESOURCES:

1. REMC-9 #273193 MP If At First You Don't Succeed.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE g : Understand the historic and current role of labor in our economic system.
Example: Giant industries, large work force, union organizations, better standards of work.

LEARNING ACTIVITY(IES):

1. Discuss, "What is a labor union?" "What is it's purpose?"
2. Interview parents and relatives who belong to the labor unions. "What benefits do you derive from membership in the union?" Compare and contrast the information brought to class.
3. Research into the historical reasons for the rise and development of labor unions. Analyze which of these needs still exist. Evaluate activities of modern unions in relation to these needs.

RESOURCES:

1. REMC-9 #132752 MP Medieval Times-Guilds and Trade.
2. REMC-9 #075096 SF Growth of Labor Movement.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE a : Understand factors that influence consumer behavior.

Example: Money, prices, quality of products, commercials.

LEARNING ACTIVITY(IES):

1. Have a banker visit the class and describe how money is distributed.
2. Compare and contrast the quality of products on a visit to a super market.
3. Have children make posters telling about three good economic habits of consumers: earning, saving and spending wisely.

RESOURCES:

1. REMC-9 #272661 KT Getting Your Money's Worth-Group #1.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE b . Give examples of their own limited resources and limited wants.

Example: Limited supply of fossil fuels, unlimited wants of technology dependent on fossil fuels.

LEARNING ACTIVITY(IES):

1. Analyze occupations to determine if they produce goods or services.
2. Give opinions as to how people, businesses and governments make choices about how to use resources. How do they match wants with needs?
3. Analyze a chosen item to determine the natural and human resources needed for its production. Which are limited in supply? Which are unlimited?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 7. : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE c. : Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
Example: Price, content evaluation, service available.

LEARNING ACTIVITY(IES):

1. Develop a shopping list for students to use on a visit to a supermarket(s). Have two groups shop and compare prices, quality of products and services available.
2. Brainstorm a variety of jobs. Then classify the occupations in terms of whether they make something, perform a service, or maintain an element of society.

RESOURCES:

1. REMC-9 #067202 SF Fundamentals of Economics-1.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE d : Identify deceptive sales techniques and practices.

Example: Representation, testimonials, "not tell all" ads, high pressure tactics.

LEARNING ACTIVITY(IES):

1. Read and discuss various propaganda techniques. Example: Houghton Mifflin "Images" has a selection of various types.

2. Have students bring in popular TV or print commercials and analyze them as to their appeal.

RESOURCES:

1. Houghton Mifflin, Images.
2. TV and printed commercials.
3. REMC-9 #275050 MP Four Famous Frauds.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE a : Understand that the environment is an integrated system which includes human beings.

Example: Dedication of human resources to compensate for lack of natural resources; clean water and sewage disposal.

LEARNING ACTIVITY(IES):

1. Have students bring news items about countries and cities around the world, then discuss their articles in class and have them post their articles on a world map. Try to cover as many countries as possible.
2. Use desk copies of world, state, national, and regional maps. Have students trace maps to teach them to recognize countries and other features by their shapes.
3. Have students bring in labels showing where products were made, grown, packaged, etc. Display the labels around a map on the bulletin board and have students pin lengths of yarn from the labels to the products' place of origin on the map. Discuss how the geography and climate in the various areas relate to the products produced there.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE b : Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources

Example: Scarcity determines choice of use; alternate sources of energy: air-water-sunlight-land.

LEARNING ACTIVITY(IES):

1. Construct a model of alternative sources of energy. Research pros and cons.

2. Have students brainstorm some alternatives to improve their own use of resources.

   Implement some of the above suggestions for two weeks. Compare the savings with the usage of a group who did not use the suggestions.

RESOURCES:

1. REMC-9 #025410 SP Brazil-Fidler.
2. REMC-9 #025538 SF Brazilian Highlands-Amazon Basin.
3. REMC-9 #275136 MP South America's Giant.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE c : Understand relationships between the location of human activities and the natural environment.

Example: People are distributed over the earth where the climate and land forms help them to live and earn a living.

LEARNING ACTIVITY(IES):

1. For this activity you will need typing paper and handout maps of Brazil for tracing. After brainstorming, use ideas and encyclopedias to find items to draw on the map. Have the students trace the map and then draw at least eight pictures on the map.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE d : Understand the influence of the natural environment on human beings.

Example: Geographical diversity influences where people settle and produce; migration patterns based on climate preferences, food and transportation.

LEARNING ACTIVITY(IES):

1. On a duplicating master or a large sheet of butcher paper draw an imaginary continent divided into five countries, with an island country nearby. Draw in mountain ranges, rivers, deserts, and other geographical features. Divide the class into six groups and assign each group one of the countries. The group decides on a name for their country, the location and names of five cities and towns, and the names of the geographical features in their country. The group who has the source of a river in their country gets to name that river. Students must state the reasons for the location of their cities and towns (by a river for transportation, etc.). As a final assignment, have each group make up ten laws for their country for the year 2100.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE e : Understand influences of the natural environment on the shaping of culture.

Example: Availability of natural resources can affect people's choices of where to live and what to do (zoning, artistic needs, customs)

LEARNING ACTIVITY(IES):

1. Review data obtained for Knowledge Objectives 8a-8d; see preceeding pages.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE f : Understand how societal actions and decisions affect the natural environment.
Example: Safeguarding, utilizing, wasting of resources determine life/death of environment.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 8b for further expansion of this objective.
2. Take a dead environment and analyze why it died. Was it due to a natural fact or did man precipitate it?

RESOURCES:

1. REMC-9 #037492 SF Crisis of Environment Part #1.
2. REMC-9 #037493 SF Crisis of Environment, Part #2.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE g : Understand that a natural environment can serve varied needs.

Example: Food, shelter, clothing, production of goods.

LEARNING ACTIVITY(IES):

1. Historically, lumber has been an important product of Michigan. Develop ideas of the different uses of wood in home and industry. List uses of wood within the school, in building construction, furniture, paper products, etc.
2. On a map of the local area, trace land use for various purposes: residential, farming, manufacturing, commercial.

RESOURCES:

1. REMC-9 #270843 MP Environment.
2. REMC-9 #270160 MP Man's Basic Need-Natural Resources.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE h : Recognize the potential of various societies to use and abuse the natural environment.
Example: Highly industrialized societies, oil drilling in national forests or offshore.

LEARNING ACTIVITY(IES):

1. From current events collect articles on pollution problems and their effects on the population.
2. Develop a poster or bulletin board on causes and effects of pollution.
3. Discuss how lack of understanding of harmful effects on the natural environment can lead to people's suffering.

RESOURCES:

1. Library research on oil drilling.
2. REMC-9 #270527 MP Multiply and Subdue The Earth, Parts 1 and 2.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE 1 : Understand that human uses of the natural environment are limited.

Example: Water is a necessary resource; water shortages cause serious choices.

LEARNING ACTIVITY(IES):

1. Brainstorm about the resources we probably use each day. Keep a record of the resources actually used each day for one week. Compare the actual usage with that on the probable list. Discuss the results of the brainstorming and the comparison. Multiply this observed difference by the number of students in your school.
2. Make a scrap book of pictures of rural areas. Note changes caused by the building of highways and shopping centers.
3. Bring in a city planner. Have him explain what decisions go into placing buildings where they are.

RESOURCES:

1. Library sources.
2. REMC-9 #025538 SF Brazilian Highlands and Amazon Basin.
3. REMC-9 #272537 MP North Brazil.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE j : Understand effects of the worldwide limitations of nonrenewable resources.

Example: Solar-nuclear power and problems therein; genetic research.

LEARNING ACTIVITY(IES):

1. Bring in a representative of Consumers Power Company. Have him discuss the Midland Nuclear Power Plant and its contribution to the future.
2. Build a model of solar power. Demonstrate its use. Prepare a written research paper on benefits of such.

RESOURCES:

1. Library resources.
2. Brazilian Consulate.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE k : Recognize the costs and benefits of alternative uses of the natural and man-made environment.

Example: Inflation caused by high oil prices; limitations on factory expansion.

LEARNING ACTIVITY(IES):

1. Discuss gas price fluctuations and the reasons for them.
2. Show pictures of your community of a few years ago and of the factories that were present. Which factories have closed or disappeared? Why?
3. Bring in newspaper articles re closings of factories. List the reported causes for the closings.

RESOURCES:

1. REMC-9 #025252 MP Brasilia.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE 1 : Locate important natural features, cities and nations.

Example: Continents, oceans, mountains, main cities and nations of world.

LEARNING ACTIVITY(IES):

STAMP COLLECTING

You will need a package of inexpensive stamps of the world, a world atlas, and almanacs. Divide the class into small groups of four to six students and allow two class periods for this activity. Distribute fifteen to twenty stamps to each group. Have the students identify the country of each stamp's origin and locate each country in the atlas. (At this point you can do a multitude of things.) After each country is identified, ask the groups to identify the capital, major rivers, or other physical or political features. Have the groups determine surrounding countries, the latitude and longitude of the capital, and significant past or present leaders.

To avoid loss or damage to the stamps and to prolong their use, laminate them on colored poster board or cover them with clear contact paper.

For a follow-up activity, have the students write a report on one of the countries.-

FINDING LATITUDE AND LONGITUDE ON GLOBES AND MAPS

For this activity you will need one globe for every five to seven students. Allow twenty minutes to one hour for the activity.

Divide the class into teams, each with five to seven students. Write several latitude and longitude locations on the chalkboard (as many locations as there are students) to designate a country, island, lake, or sea. The first player quietly tells the teacher the answer. If he/she is correct, the second player gets the globe or map and works on the second location. If the first player is incorrect, he/she must sit down and continue searching for the first location. The first team to find all the locations wins. This exercise can also be used with United States maps and is excellent for reinforcing globe and map studies.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE m : Understand environmental problems and possible solutions to those problems.
Example: Chemical pollution and by-products of production; re-evaluate priority for uses.

LEARNING ACTIVITY(IES):

1. Bring in newspaper articles about chemical pollution and how it affects the environment and people.
2. Present a visitor from EPA. Have him discuss how widespread the pollution problem is and how it will continue unless solutions are found.

RESOURCES:

1. REMC-9 #271557 SF Tommorow's Cities Today-Brasilia, Building The New.
2. REMC-9 #275293 MP Geography of South America-Brazil and The Guianas.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 9 : **Know the main structure and functions of government.**

OBJECTIVE a : **Know the purposes of the government.**

Example: Maintain law and order and stability in society; protection of personal freedom, private property; preservation and allocation of natural resources; guarantee individual rights.

LEARNING ACTIVITY(IES):

1. See cartoon in Scott Foresman Social Studies, Grade 6, page 230. Discuss who has power and why.
2. Define "government." Brainstorm ideas that children have about powers of government.
3. Find articles which state that government has too little or too much power. Report findings. Summarize.

RESOURCES:

1. Scott Foresman Social Studies, Level 6.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE h : Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S, Constituiton, court decisions and laws.

Example: Rights and responsibilities of citizenship; representative government; freedom from arbitrary government action.

LEARNING ACTIVITY(IES):

1. Make a poster showing what basic political principles are expressed in the Constitution and in The Declaration of Independence.
2. Invite an attorney to discuss your rights as citizens. Why do we have this protection?

RESOURCES:

1. Local attorney

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE c : Understand the organization and functions of state and local governments and their relationships to the federal government.

Example: Executive, legislative, and judicial decisions must conform to Constitution, (City Council, Mayor, names of important officials).

LEARNING ACTIVITY(IES):

1. Make a flow chart showing the branches of the government, people in charge/responsibilities.
2. Invite a Brazilian resident to examine the flow chart you made in #1 and compare the information presented with information about the Brazilian government.
3. Invite the mayor to address the class.
4. Attend a city council meeting.

RESOURCES:

1. The Mayor
2. The City Council
3. Brazilian Embassy

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE **GRADE** 6 I

GOAL o **:** Know the main structure and functions of government.

OBJECTIVE d **:** Understand the range and importance of decisions made by state and local government.

Example: Capital punishment; property; custody of dependents; types of taxes; decisions on roads, parks, fire and police protection.

LEARNING ACTIVITY(IES):

1. Listen to local news, read newspapers and interview adults to learn about the range of decisions/responsibilities of local government. Keep an open-ended list of your findings. Add to the list daily.
2. Do the same as in #1, above, for the state and national governments.
3. Develop a chart to show how local government builds on state and national governments.
4. Interview Brazilian residents to learn about the range of decisions/responsibilities of local government in Brazil.

RESOURCES:

1. Brazilian residents in the community.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government

OBJECTIVE e : Understand how decisions made by the various branches and levels of state and local government are interdependent. Example: Tax collection and local ordinances.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 9d for activities and background information for students.
2. Use information obtained for Knowledge Objective 9d to open the discussion on tax collection. Have students match government decisions/responsibilities with sources of funding.
3. Have students investigate tax collection procedures in Brazil.

RESOURCES:

Library Source

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE f : Understand the limits on decision-making powers of the local and state government.
Example: Constitution of the United States supercedes.

LEARNING ACTIVITY(IES):

1. Study the Constitution of the United States. Synthesize the rights enumerated therein.
2. Bring in a judge to discuss how proposed laws are looked at in terms of The Constitution of the United States.
3. Write to the Brazilian Consulate for information on limitations on decision-making powers of local governments, in Brazil.

RESOURCES:

1. Brazilian Embassy.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE g : Understand the formal legislative process at the local level.
Example: .City council provides for direct input of citizenry.

LEARNING ACTIVITY(IES):

1. Visit a city council meeting. Look for citizen attendance, input; formal motions and discussion; input of council members and mayor; role of city manager.
2. Make a chart/diagram of power and legislative processes in the city council.

RESOURCES:

1. Brazilian Embassy.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE h : Understand voter behavior in state and local elections.

Example: Millage elections, petition process, active and inactive voters (apathy).

LEARNING ACTIVITY(IES):

1. Become active in a mock election procedure within the school. End results could be student council officers.
2. Become active in school rules acceptance and representation in in the student council.
3. Contact the City Clerk to obtain data about voter behavior in your community. Number registered: Number who voted in each of last three elections?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 R

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE 1 : Understand the role of political parties.

Example: Provide a choice for decision-making.

LEARNING ACTIVITY(IES):

1. Invite the chairmen (local) of the political parties to your room. Have them explain their roles and what part they play in the political elections.
2. Show a film on the two-party system and why it is necessary to have the system.
3. Compare the two-party system with a system where political choice is not found. Discuss now the later system would change rules in the schools.

RESOURCES:

1. Brazilian Embassy.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE k : Associate governmental actions with the appropriate level of local and state government.
Example: Administration, legislation, law interpretation, (millage, school attendance, jail confinement, state equalization, food content).

LEARNING ACTIVITY(IES):

1. Make a flow chart that shows how the different branches of government function and are interrelated.
2. Bring in newspaper articles of information on how state and federal government laws affect local issues and events. Place the information on a bulletin board.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE 1 : Understand how, when and with what qualifications public officials are elected, appointed or nominated at the local level.

Example: Primary and main elections, every 2/4 years, citizenship, age.

LEARNING ACTIVITY(IES):

1. Conduct a mock election. Study what goes into a primary and a direct election.
2. Put on a mock convention for an audience.
3. Present a film which shows the qualifications and processes for an election.

RESOURCES:

1. REMC-9 #270370 MP Political Process.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE m : Understand how public officials can be removed.

Example: Impeachment, recall elections, censure, expulsion from Congress.

LEARNING ACTIVITY(IES):

1. Get micro-film from The Saginaw News, on Abscam and Watergate. Discuss what lead up to the events.
2. Research how dissent can be handled.
3. Bring in newspaper articles about the use of recall of elected officials. Discuss why this can happen.

RESOURCES:

1. The Saginaw News.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE n : Understand registration and voting procedures.

Example: Age limit, citizenship, residency, no police record, precincts and election boards.

LEARNING ACTIVITY(IES):

1. Conduct a mock election. Study what goes into a primary and a direct election.
2. Put on a mock convention for an audience.
3. Present a film which shows the qualifications and processes for an election.
4. Ask the school secretary or principal to demonstrate how he/she registers adults for voting. When? Why?
5. Invite a naturalized citizen to explain how he/she became a citizen. Discuss the meaning of "citizen," as applied to elections.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE o : Recognize the legality and constitutionality of individual and group actions.

Example: The right to exist and express views without trespassing on others' rights.

LEARNING ACTIVITY(IES):

1. Discuss "life style" and how a life style which seems right for you cannot be imposed upon others.
2. Contrast your right to a life style to a totalitarian society where dissent is not allowed.
3. Research people who have been deported from their home countries for expressing dissenting views.

RESOURCES:

1. REMC-9 #035880 SF Communism and Human Rights.
2. REMC-9 #036592 SF Constitution of The United States.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 6 - Unit V

ARGENTINA: HOME ON THE PAMPAS

The student, through his study of Argentina, will increase in knowledge of history, geography, economics, government and issues of the lands. The student will apply his knowledge, attitudes and skills to the study of Argentina, as a country, and to the Argentine people and their ensuent contributions to the world society. The student's understanding of Argentina and its role in the world will broaden his role in society as well.

Integration of Strands-history, geography, economics, government, and issues. Knowledge goals 2,3,4,5,6,7, 8 and 9, presented in the proposed order of instruction.

Three Weeks
One hour daily.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE a : Understand the purposes for rules and laws.

Example: Safety, infringement, group rights, ownership, property and liberty.

LEARNING ACTIVITY(IES):

1. Develop a list of unwritten rules that we follow on a daily basis and discuss why we do or do not follow them. For example, saying "please," "thank you", knocking on doors before entering, not interrupting a conversation.
2. Read and discuss examples of Aesop's Fables. Discuss what a moral is and how it relates to their lives.
3. Have children write their own instructive fables.
4. Encourage children to play games (Monopoly), each according to their own rules. Discuss the results.
5. Define "rule," "law" and "punishment."

RESOURCES:

1. Book of Aesop's Fables.
2. REMC-9 #273622 MP Rules, Laws and You.
3. Monopoly Game

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE b : Understand how legal and judicial decisions are made.

Example: By trial or consensus within the Constitution.

LEARNING ACTIVITY(IES):

1. Present films or filmstrip showing court cases and the process by which decisions are reached. Develop vocabulary lists and definitions of participants and legal terms.
2. Bring in speakers, e.g., policeman, lawyer, possibly a judge to explain their roles in the judicial process.
3. Develop a mock trial - e.g., is Goldilocks guilty of breaking and entering, malicious destruction of property; or the Three Little Pigs - harassment and destruction of private property, assault to do great bodily harm.

RESOURCES:

1. Local resource people-Policeman, lawyer, judge.
2. REMC-9 #260080 CT Zenger Trial.
3. REMC-9 #270313 MP Schempp Case-Bible Reading in Public Schools.
4. REMC-9 #270297 MP Freedom to Speak-People of N.Y. vs. Erving Feiner.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE c : Understand how conflicts in laws are resolved.

Example: By applying rules, authority, precedents in court.

LEARNING ACTIVITY(IES):

1. Discuss question "What do you think 'freedom of the press' means?" List answers on board.
2. Compile a list of articles, cartoons, etc., already printed. Add a list of articles that would not be printable and discuss why, e.g., photo of person torturing a dog; article stating people with brown hair are not to be trusted, etc.
3. Invite a news reporter in to discuss rules that a newspaper must follow despite "freedom of the press."

RESOURCES:

1. Local newspaper reporter
2. Local newspapers and magazines
3. REMC-9 #270310 MP Free Press vs. Fair Trial by Jury-Sheppard Case.
4. REMC-9 #133984 MP Mightier Than The Sword-Zenger and Freedom of the Press.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE d : Understand how rules and laws can be changed.

Example: Appeals to school authority, share among rules, constitutional amendment, court decisions.

LEARNING ACTIVITY(IES):

1. From an old etiquette book, find rules that are no longer in use. Discuss why.
2. Select school rules that might need to be changed. Analyze and make a list of ways that might be used to bring about change (letter to principal, a petition, student council).

   Follow through on these means of change. Make comparisons to local, state and federal issues and how laws/rules are changed.

RESOURCES:

1. School Principal
2. Etiquette Books-Old and New.
3. REMC-9 #272091 MP Living Constitution.
4. REMC-9 #274297 MP Ever Changing Ever Free.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE e : Know the duties of participants in the court.
Example: Judge, jury and attorneys.

LEARNING ACTIVITY(IES):

(1) See Knowledge Objective 2b, for activities related to this one.

RESOURCES:

1. REMC-9 #198912 MP U.S. Supreme Court-Guardian of the Constitution.
2. REMC-9 #093406 MP Interrogation and Counsel.
3. REMC-9 #037175 CT Could You Be-A Lawyer.
4. REMC-9 #102392 MP Justice, Liberty and Law.
5. REMC-9 #205824 MP Twelve Good Men and True-Jury Trial.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE f : Understand factors that might affect justice.

Example: Prejudices; family influence, biased jury, social status.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 2c-freedom of press and responsibilities.
2. Show filmstrip or film on function of jury and its selection.
3. Use newspaper articles describing people with high social political status being favored by the system. Discussion.

RESOURCES:

1. REMC-9 #102360 CT Jury Duty. (For teachers' info.)
2. REMC-9 #093406 MP Interrogation and Counsel.
3. REMC-9 #037175 CT Could You Be-A Lawyer.
4. REMC-9 #102392 MP Justice, Liberty and Law.
5. REMC-9 #205824 MP Twelve Good Men and True-Jury Trial.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE a : Understand interrelatedness of local and national problems with those confronting the global society.

Example: Food surplus and world hunger, world population.

LEARNING ACTIVITY(IES):

1. Look up population figures of various highly populated countries and locate them on a world map.
2. Develop a list of problems that these countries might have because of overpopulation and compare them to U.S. problems, e.g., lack of food, housing, jobs, traffic congestion, sewage.
3. Relate these problsm to the U.S. in terms of sharing our technology and surpluses. Develop a class scrap book of articles and pictures of these issues.

RESOURCES:

1. World Map
2. Current Encyclopedia and/or Social Studies Texts.
3. Newspapers, Magazines.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE b : Recognize that unsolved problems elsewhere in the world often impact upon the United States.
Example: Economic and political chaos in other countries; illegal crossing of Mexican border, disease.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 3a for related activities.
2. Locate on a world map areas rich in petroleum and mineral deposits. Relate to current events about those areas affecting the U.S. in one way or the other. Develop a bulletin board with these issues.
3. Develop a chart indicating the problems caused by over-population and solutions being tried.

RESOURCES:

1. World Map
2. Newspaper, Magazine graphs
3. REMC-9 #270703 MP House of Man, Part 2-Our Crowded Environment.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 3 : **Understand persistent global issues.**

OBJECTIVE c : **Identify community problems related to energy needs and possible solutions.**
Example: Utility and transportation costs; solar and nuclear power.

LEARNING ACTIVITY(IES):

1. Develop a bulletin board with articles on chemical pollution in local area - example, Midland Dow, PPB, dioxins, chemical waste dumps and Consumers Power Company's nuclear plant in Midland.

2. Bring in a speaker from the local EPA office, Department of Natural Resources.

3. Construct actual models or mural of a polluted environment and one that is being cleaned up. Discussion.

RESOURCES:

1. REMC-9 #017090 SF Argentina, Paraguay, Uruguay-Farming and Ranching.
2. REMC-9 #017100 SF Argentina, Paraguay, Uruguay-Industry and Trade.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 3 : Understand persistent global issues.

OBJECTIVE d : Understand some of the basic needs common to all people within the community such as food, shelter and clothing.
Example: Societies need governmental, educational and social services.

LEARNING ACTIVITY(IES):

1. Research 3 countries, e.g., the United States, Mexico and Costa Rica, in terms of:

    - how people earn a living.
    - how land is used.
    - how tax dollars are spread.

2. Construct circle graphs showing comparisons among them. Draw conclusions relating to natural resources and level of technology available in the country.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE a : Understand the concept, 'culture.'

Example: The way in which a group of people goes about satisfying their needs and wants; groups with common bonds.

LEARNING ACTIVITY(IES):

1. Locate on a map or globe countries which are predominantly Negroid, Caucasoid, Mongoloid.
2. Construct a display or mural showing early man's attempt to adjust to the natural environment in each of these countries.
3. Bring in outside speakers representing different cultures. Children take notes on presentations for later referral.
4. Define "culture". Include examples from #1, #2 and #3, above.

RESOURCES:

1. Globe
2. Map
3. Speakers

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE b : Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
Example: Influence of environment and traditions.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 4a for background information which students can bring to this one.
2. Have students use notes from 4a and plan dioramas to show cause-effect relationships of environment and tradition upon manner of meeting basic needs.

RESOURCES:

1. REMC-9 #017105 SF Argentina, Paraguay, Uruguay-Land and People.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE c : Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.

Example: Each value system meets the needs of its people.

LEARNING ACTIVITY(IES):

1. Choose people to role play a situation-

Time:	Wednesday evening, 7:30 p.m.
Place:	Hartley living room
Characters:	Joe Black, 15 years of age Mildred, sister, 12 years of age Mother works as a waitress Father is a cab driver
Situation:	Joe wants to go with friends after dinner. Mother says he must help clean up and do homework.

2. Read book, I Wish I Had An Afro, by John Shearer. Write a description of little John's life with mother-father. How is little John's life similar to yours?

3. Prepare a chart of language derivations and differences in the written and spoken language. Compare findings to acceptable English used in the work place.

RESOURCES:

1. REMC-9 #017125 SF Argentina, Paraguay, Uruguay and Chile.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE d : Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.

Example: Needs for religion, artistic expression.

LEARNING ACTIVITY(IES):

1. Develop a calendar of culturally different religious events and celebrations. Note the way each event contributes to the lives of the children, the parents and the grandparents. What is the significance of the established date of each celebration?

2. Construct a chart of Belief or Fact. Compare Christian, Moslem, and Jewish religious expressions. Put x in boxes yes or no, under Belief or Fact, to indicate the source of the religious expressions.

3. Create pottery decorated with geometric designs commonly used by the particular country studied.

RESOURCES:

1. REMC-9 #017100 SF Argentina, Paraguay, Uruguay-Industry and Trade.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE e : Understand that within a society, there may exist one or several subcultural groups.
Example: Hispanics, Blacks, Asian Americans and protected groups such as aged, women and handicapped.

LEARNING ACTIVITY(IES):

1. Ask students to list all the groups to which they belong. Have each student orally tell about one of his groups. Note basic differences among the groups. Are some of the groups subcultural in nature?

2. Have the children draw picturs of themselves and list groups to which they belong. Prepare a bulletin board display of the work.

3. Develop folkdances or songs native to subcultural groups.

4. Have a volunteer group prepare a special program about senior citizens.

    -who are they
    -what are their needs
    -to what groups do they belong
    -what are senior citizen "rates" and "credit cards"

5. Does Mexico have subcultural groups? Who are they? How are their needs met?

RESOURCES:

1. REMC-9 #271287 MP Discovering the Music of Latin America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4. : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE f : Understand that within a culturally pluralistic society there exists different ethnic, racial, and religious sub-groups.

Example: Language, art expression and religious beliefs differ among our subcultures.

LEARNING ACTIVITY(IES):

1. Observe how this concept is presented in different religions.

THE GOLDEN RULE

Christianity All things whatsoever ye would that men should do to you, do ye even so to them: for this is the Law and the Prophets.

Matthew, 7, 12

Judaism What is hateful to you, do not to your fellowmen. That is the entire Law; all the rest is commentary.

Talmud, Shabbat, 31 a

Brahmanism This is the sum of duty: Do naught unto others which would cause you pain if done to you.

Mahabharata, 5, 1517

Buddhism Hurt not others in ways that you yourself would find hurtful.

Udana-Varga, 5, 18

Confucianism Surely it is the maxim of loving-kindness: Do not unto others that you would not have them do unto you.

Analects, 15, 23

Taoism Regard your neighbor's gain as your own gain, and your neighbor's loss as your own loss.

T'ai Shang Kan Ying P'ien

Zoroastrianism That nature alone is good which refrains from doing unto another whatsoever is not good for itself.

Dadistan-i-dinik, 94, 5

Islam No one of you is a believer until he desires for his brother that which he desires for himself.

Sunnah

RESOURCES:

1. Multicultural Teaching: A Handbook of Activities, Information and Resources, by Pamela L. and Iris M. Tiedt, Allyn and Bacon, Boston, 1979, page 152.
2. REMC-9 Catalog (1980), for art expression kits, to borrow.
3. Saginaw News.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE g : Recognize that social-cultural change may create varying degrees of resistance and conflict.
Example: The women's rights movement.

LEARNING ACTIVITY(IES):

1. Obtain the filmstrip and cassette kit, Women In History. Use as a basis for studying changes in woman's attitudes and roles. (Available from Consumers Power Company.)

2. Develop a chart listing women's rights in America and Women's rights in major subcultures. Compare. Then ascertain date when the subcultural group came to America. Cross check to determine what of their own culture they kept and what of American culture they developed.

RESOURCES:

1. REMC-9 #274927 KT Genius of American Women.
2. REMC-9 #275020 MP How We Got the Vote.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE h : Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.

Example: In the job market, club memberships, peer group relations

LEARNING ACTIVITY(IES):

1. Read the story of Devi, Scott Foresman Social Studies, Level 6, pages 79-81. Divide the class into small groups. Discuss what adjustments would be most difficult for Devi in America.
2. Divide the class into two groups. Have each group prepare a role play demonstration to show how children of different cultures prepare for adult occupations.

RESOURCES:

1. Scott Foresman, Social Studies, Level 6.
2. REMC-9 #063420 MP Flavio.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 5 . I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE a : Know basic historical facts related to the development of the United States.

Example: Countries which settled; reasons for; separation from another country; Revolutionary War; diversity to common basis; Civil War; Industrial Revolution; introduction to world involvement; historical figures; documents.

LEARNING ACTIVITY(IES):

1. Develop a time line of important events. Discuss interrelationships as an impact on our culture.
2. Stress the Industrial Revolution and it's impact on America.
3. Consider the cultural groups that entered and [illegible] the "cottage industry' or farm life.

RESOURCES:

1. REMC-9 #016410 MP Anthropology-Study of People.
2. REMC-9 #017095 SF Argentina, Paraguay, Uruguay-History and Culture.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE h : Understand urban, rural and suburban development.

Example: Technology of urban society; agriculture of rural society; suburban need for escape.

LEARNING ACTIVITY(IES):

1. Compare the kinds of technology and occupations found in the United States with those available in other countries (Japan-Iran).

2. How World's First Cities Began.
The Ugly Palace: Housing In America
Books to develop the change from rural to urban. Have children divide into groups and present a panel discussion of why this rush to cities; pros and cons of the change.

RESOURCES:

1. REMC-9 #017090 SF Argentina, Paraguay, Uruguay-Farming and Ranching.
2. REMC-9 #272419 MP Chile and Argentina.

USE BACK OF SHEET FOR VOCABULARY AND CONCEPTS, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE c : Understand the impact of technology on society.

Example: Muscle power to machine power; increase in specialization; man's interdependence; changes in careers.

LEARNING ACTIVITY(IES):

1. Prepare a chart indicating problems that occur in a community when population increases.
2. Make suggestions as to how problems can be solved.
3. Overcrowding.

↓
Slums → unsanitary conditions
↓
violence
↓
crime

4. Make a flow chart showing how job→to work→to resources→to government. (→ stands for is related)

RESOURCES:

1. REMC-9 #017035 MP Argentina-People of the Pampas.
2. REMC-9 #017125 SF Argentina, Paraguay, Uruguay.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE d : Understand changes in racial/ethnic relations.

Example: Melting pot theory versus pluralistic society; sex stereotyping; discrimination in jobs.

LEARNING ACTIVITY(IES):

1. Prepare oral reports on Argentina showing the diversity in its culture.
2. Read biographies of famous Argentina people and consider their contributions to their country and to the world.
3. Invite speakers to discuss Argentina contributions to American life and technology.

RESOURCES:

1. REMC-9 #274238 MP Monitos-Portrait of An Artisan Family.
2. REMC-9 #162054 FS People of Argentina.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE e : Understand changes in female and male roles.
Example: Women in the work force; leadership roles; men in the home; struggle for social justice; class status.

LEARNING ACTIVITY(IES):

1. Research the role of women in Argentina society.

   -educational opportunities
   -job opportunities
   -comparison of jobs and pay for men and women
   -changes needed to bring about higher socio-economic jobs

RESOURCES:

1. REMC-9 #272206 MP Maya-Family Today.
2. REMC-9 #133481 SF Argentina-Its People.
3. Current magazines and books on Argentina's culture.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE f : Understand changes in family, work and population patterns.

Example: Family roles; job skills; movement to areas of need; impact or increased life expectancy; automation.

LEARNING ACTIVITY(IES):

1. Be a newspaper reporter; interview people from Argentina about their country's technology, job skills, products, etc.
2. Debate the pros and cons of capitalism and Argentina's economic system.

RESOURCES:

1. REMC-9 #017095 SF Argentina, Paraguay, Uruguay-History and Culture.
2. REMC-9 #273636 SF Digging up America's Past-South America Before Pizarro.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE g : Understand persistent social problems.

Example: Discrimination and prejudice and the evidence therein; aged, crime, drug problems.

LEARNING ACTIVITY(IES):

1. Research the population numbers of Argentina, Brazil, Mexico and the United States and poverty levels in those countries.
2. Research the amount of natural resources available in those countries and the related economic developments of each. Plot findings on maps of these countries.
3. Develop a chart on the bulletin board showing causes of poverty as circles or as leaves of a tree and how each one could be replaced with a possible solution.

RESOURCES:

1. REMC-9 #272509 CT Population Shock.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE h : Understand the development of education institutions.
Example: Influence of custom and social change upon education; changing costs and purposes of education.

LEARNING ACTIVITY(IES):

1. Prepare note cards on Argentina children and what they learn from parents. Do this with one other country. Make a bulletin board comparison of the two.
2. Write a diary of a student in school in Argentina.

RESOURCES:

1. Library

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE i : Understand development of religious institutions.

Example: Changes within religious beliefs produce changes in society.

LEARNING ACTIVITY(IES):

1. Make a collage of religious symbols from four religions.
2. Discuss (as a panel) how religion in the United States developed and how some early attitudes have bent to modern fast-paced life styles. (Roles of women; abortion, etc.)

RESOURCES:

1. REMC-9 #017105 SF Argentina, Paraguay, Uruguay-Land and People.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE j : Identify changes in a society and consequences of these changes.

Example: World population increases, dwindling resources, increasing interdependence among nations and projected consequential changes.

LEARNING ACTIVITY(IES):

1. Make a mural of cause and effect on the population of uses of resources; alternatives not keeping up with uses.
2. Make a large world map. Show with yarn what products we receive from other countries and what countries depend on us.

RESOURCES:

1. School
2. Public Library
3. Newspaper
4. Magazines

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6-: Understand economics and economic systems.

OBJECTIVE b : Understand the basic functions of any economy.

Example: Production of goods and markets therein; cooperation.

LEARNING ACTIVITY(IES):

1. Develop a definition of "economy".
2. Develop a saleable product which the class could produce and market in the school and neighborhood. Involve sources for raw materials, capital, and stocks which children buy. Set up a company with a president, a board of directors, a production line, a sales staff and treasurer. Advertise the product with posters.
3. Develop a competing line of product with another teacher selling the similar or improved product.
4. After this experience, a similar program could be set up on a communist economic pattern where the product, production quotes and pay are dictated by the teacher or a small committee.
5. Draw comparisons and contrasts between the two types of economy. List problems noted within each system.

RESOURCES:

1. REMC-9 #017100 SF Argentina, Paraguay, Uruguay-Industry and Trade.
2. REMC-9 #017035 MP Argentina-People of the Pampas.

USE BACK OF SHEET FOR VOCABULARY AND MATERIALS, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE c : Understand how a market economy works.

Example: Importing of products, production within specific country, competition.

LEARNING ACTIVITY(IES):

1. Make a mobile of products which we import from different countries
2. Research to learn which of these products need to be imported. Which could we develop from our own resources?

RESOURCES:

1. REMC-9 #275290 MP Geography of South America-The Continent.
2. REMC-9 #120676 FS Land and People of Southern South America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE d : Understand the role of money in the economy.

Example: Availability of capital determines business conditions; money supply, inflation.

LEARNING ACTIVITY(IES):

1. Develop explanations for proverbs such as "Time is money," "Waste not want not." Share explanations with class.
2. Divide the class into groups of two. Each pair of students will role play a situation in which one party sees a "need" while the other sees it as a "want".

RESOURCES:

1. Banker to discuss the role of money.
2. REMC-9 #270335 MP Money-How It Functions.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE e : Understand factors that influence economic behavior.

Example: Consumers, producers, government and foreign markets all help make economic decisions.

LEARNING ACTIVITY(IES):

1. Role play a small grocery story: what products to stock, what products are made here, what products are made abroad, differences in prices.
2. Expand from role playing to setting up a school store to earn money for the student council.

RESOURCES:

1. REMC-9 #270479 MP Land, Labor and Capital.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE f : Understand economic concepts as they apply to individual decision-making.
Example: World choices, how to use resources for physical and social needs; cost benefit analysis.

LEARNING ACTIVITY(IES):

1. Write on a board these proverbs:
   "A penny saved is a penny earned."
   "A fool and his money are soon parted."

   Have students find facts to support both proverbs. Discuss. Support the statements.

2. Brainstorm about jobs in your own community. Test the selections Make up flyers and advertise.

RESOURCES:

1. REMC-9 #273193 MP If At First You Don't Succeed.

USE BACK OF SHEET FOR VOCABULARY AND MATERIALS, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE g : Understand the historic and current role of labor in our economic system.

Example: Giant industries, large work force, union organizations, better standards of work.

LEARNING ACTIVITY(IES):

1. Discuss, "What is a labor union?" "What is it's purpose?"
2. Interview parents and relatives who belong to the labor unions. "What benefits do you derive from membership in the union?" Compare and contrast the information brought to class.
3. Research into the historical reasons for the rise and development of labor unions. Analyze which of these needs still exist. Evaluate activities of modern unions in relation to these needs.

RESOURCES:

1. REMC-9 #132752 MP Medieval Times-Guilds and Trade.
2. REMC-9 #075096 SF Growth of Labor Movement.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE a : Understand factors that influence consumer behavior.

Example: Money, prices, quality of products, commercials.

LEARNING ACTIVITY(IES):

1. Have a banker visit the class and describe how money is distributed.
2. Compare and contrast the quality of products on a visit to a super market.
3. Have children make posters telling about three good economic habits of consumers: earning, saving and spending wisely.

RESOURCES:

1. REMC-9 #272661 KT Getting Your Money's Worth-Group #1.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE b : Give examples of their own limited resources and limited wants.

Example: Limited supply of fossil fuels, unlimited wants of technology dependent on fossil fuels.

LEARNING ACTIVITY(IES):

1. Analyze occupations to determine if they produce goods or services.
2. Give opinions as to how people, businesses and governments make choices about how to use resources. How do they match wants with needs?
3. Analyze a chosen item to determine the natural and human resources needed for its production. Which are limited in supply? Which are unlimited?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 7. : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE c. : Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
Example: Price, content evaluation, service available.

LEARNING ACTIVITY(IES):

1. Develop a shopping list for students to use on a visit to a supermarket(s). Have two groups shop and compare prices, quality of products and services available.
2. Brainstorm a variety of jobs. Then classify the occupations in terms of whether they make something, perform a service, or maintain an element of society.

RESOURCES:

1. REMC-9 #067202 SF Fundamentals of Economics-1.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE d : Identify deceptive sales techniques and practices.

Example: Representation, testimonials, "not tell all" ads, high pressure tactics.

LEARNING ACTIVITY(IES):

1. Read and discuss various propaganda techniques. Example: Houghton Mifflin "Images" has a selection of various types.
2. Have students bring in popular TV or print commercials and analyze them as to their appeal.

RESOURCES:

1. REMC-9 #275050 MP Four Famous Frauds.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE a : Understand that the environment is an integrated system which includes human beings.

Example: Dedication of human resources to compensate for lack of natural resources; clean water and sewage disposal.

LEARNING ACTIVITY(IES):

1. Have students bring news items about countries and cities around the world, then discuss their articles in class and have them post their articles on a world map. Try to cover as many countries as possible.

2. Use desk copies of world, state, national, and regional maps. Have students trace maps to teach them to recognize countries and other features, by their shapes.

3. Have students bring in labels showing where products were made, grown, packaged, etc. Display the labels around a map on the bulletin board and have students pin lengths of yarn from the labels to the products' place of origin on the map. Discuss how the geography and climate in the various areas relate to the products produced there.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE b : Understand that the satisfaction of human needs depend directly or indirectly on the earth's natural resources.

Example: Scarcity determines choice of use; alternate sources of energy: air-water-sunlight-land.

LEARNING ACTIVITY(IES):

1. Construct a model of alternative sources of energy. Research pros and cons.
2. Have students brainstorm some alternatives to improve their own use of resources.

   Implement some of the above suggestions for two weeks. Compare the savings with the usage of a group who did not use the suggestions.

RESOURCES:

1. REMC-9 #017090 SF Argentina, Paraguay, Uruguay-Farming and Ranching.
2. REMC-9 #017100 SF Argentina, Paraguay, Uruguay-Industry and Trade.

USE BACK OF SHEET FOR VOCABULARY AND CITATIONS, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE c : Understand relationships between the location of human activities and the natural environment.

Example: People are distributed over the earth where the climate and land forms help them to live and earn a living.

LEARNING ACTIVITY(IES):

1. For this activity you will need typing paper and handout maps of Argentina for tracing. After brainstorming, use ideas and encyclopedias to find items to draw on the map. Have the students trace the map and then draw at least eight pictures on the map.

RESOURCES:

1. REMC-9 #133488 MP Argentina-Land and People.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE d : Understand the influence of the natural environment on human beings.

Example: Geographical diversity influences where people settle and produce; migration patterns based on climate preferences, food and transportation.

LEARNING ACTIVITY(IES):

1. On a duplicating master or a large sheet of butcher paper draw an imaginary continent divided into five countries, with an island country nearby. Draw in mountain ranges, rivers, deserts, and other geographical features. Divide the class into six groups and assign each group one of the countries. The group decides on a name for their country, the location and names of five cities and towns, and the names of the geographical features in their country. The group who has the source of a river in their country gets to name that river. Students must state the reasons for the location of their cities and towns (by a river for transportation, etc.). As a final assignment, have each group make up ten laws for their country for the year 2100.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE e : Understand influences of the natural environment on the shaping of culture.

Example: Availability of natural resources can affect people's choices of where to live and what to do (zoning, artistic needs, customs)

LEARNING ACTIVITY(IES):

1. Review data obtained for Knowledge Objectives 8a-8d; see preceeding pages.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE f : Understand how societal actions and decisions affect the natural environment.
Example: Safeguarding, utilizing, wasting of resources determine life/death of environment.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 8b for further expansion of this objective.
2. Take a dead environment and analyze why it died. Was it due to a natural fact or did man precipitate it?

RESOURCES:

1. REMC-9 #037492 SF Crisis of Environment Part #1.
2. REMC-9 #037493 SF Crisis of Environment, Part #2.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE g : Understand that a natural environment can serve varied needs.

Example: Food, shelter, clothing, production of goods.

LEARNING ACTIVITY(IES):

1. Historically, lumber has been an important product of Michigan. Develop ideas of the different uses of wood in home and industry. List uses of wood within the school, in building construction, furniture, paper products, etc.
2. On a map of the local area, trace land use for various purposes: residential, farming, manufacturing, commercial.

RESOURCES:

1. REMC-9 #270843 MP Environment.
2. REMC-9 #270160 MP Man's Basic Need-Natural Resources.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE h : Recognize the potential of various societies to use and abuse the natural environment.
Example: Highly industrialized societies, oil drilling in national forests or offshore.

LEARNING ACTIVITY(IES):

1. From current events collect articles on pollution problems and their effects on the population.
2. Develop a poster or bulletin board on causes and effects of pollution.
3. Discuss how lack of understanding of harmful effects on the natural environment can lead to people's suffering.

RESOURCES:

1. Library research on oil drilling.
2. REMC-9 #270527 MP Multiply and Subdue The Earth, Parts 1 and 2.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE i : Understand that human uses of the natural environment are limited.

Example: Water is a necessary resource; water shortages cause serious choices.

LEARNING ACTIVITY(IES):

1. Brainstorm about the resources we probably use each day. Keep a record of the resources actually used each day for one week. Compare the actual usage with that on the probable list. Discuss the results of the brainstorming and the comparison. Multiply this observed difference by the number of students in your school.
2. Make a scrap book of pictures of rural areas. Note changes caused by the building of highways and shopping centers.
3. Bring in a city planner. Have him explain what decisions go into placing buildings where they are.

RESOURCES:

1. Library
2. REMC-9 #162080 FS People of South America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE 1 : Understand effects of the worldwide limitations of nonrenewable resources.

Example: Solar-nuclear power and problems therein; genetic research

LEARNING ACTIVITY(IES):

1. Bring in a representative of Consumers Power Company. Have him discuss the Midland Nuclear Power Plant and its contribution to the future.
2. Build a model of solar power. Demonstrate its use. Prepare a written research paper on benefits of such.

RESOURCES:

1. Public Library

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE k : Recognize the costs and benefits of alternative uses of the natural and man-made environment.

Example: Inflation caused by high oil prices; limitations on factory expansion.-

LEARNING ACTIVITY(IES):

1. Discuss gas price fluctuations and the reasons for them.
2. Show pictures of your community of a few years ago and of the factories that were present. Which factories have closed or disappeared? Why?
3. Bring in newspaper articles re closings of factories. List the reported causes for the closings.

RESOURCES:

1. Pamphlets from public libraries.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE I : Locate important natural features, cities and nations.

Example: Continents, oceans, mountains, main cities and nations of world.

LEARNING ACTIVITY(IES):

STAMP COLLECTING

You will need a package of inexpensive stamps of the world, a world atlas, and almanacs. Divide the class into small groups of four to six students and allow two class periods for this activity. Distribute fifteen to twenty stamps to each group. Have the students identify the country of each stamp's origin and locate each country in the atlas. (At this point you can do a multitude of things.) After each country is identified, ask the groups to identify the capital, major rivers, or other physical or political features. Have the groups determine surrounding countries, the latitude and longitude of the capital, and significant past or present leaders.

To avoid loss or damage to the stamps and to prolong their use, laminate them on colored poster board or cover them with clear contact paper.

For a follow-up activity, have the students write a report on one of the countries.-

FINDING LATITUDE AND LONGITUDE ON GLOBES AND MAPS

For this activity you will need one globe for every five to seven students. Allow twenty minutes to one hour for the activity.

Divide the class into teams, each with five to seven students. Write several latitude and longitude locations on the chalkboard (as many locations as there are students) to designate a country, island, lake, or sea. The first player quietly tells the teacher the answer. If he/she is correct, the second player gets the globe or map and works on the second location. If the first player is incorrect, he/she must sit down and continue searching for the first location. The first team to find all the locations wins. This exercise can also be used with United States maps and is excellent for reinforcing globe and map studies.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8.: Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE m : Understand environmental problems and possible solutions to those problems.
Example: Chemical pollution and by-products of production; re-evaluate priority for uses.

LEARNING ACTIVITY(IES):

1. Bring in newspaper articles about chemical pollution and how it affects the environment and people.
2. Present a visitor from EPA. Have him discuss how widespread the pollution problem is and how it will continue unless solutions are found.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE 2 : Know the purposes of the government.

Example: Maintain law and order and stability in society; protection of personal freedom, private property; preservation and allocation of natural resources; guarantee individual rights.

LEARNING ACTIVITY(IES):

1. See cartoon in Scott Foresman Social Studies, Grade 6, page 230. Discuss who has power and why.
2. Define "government." Brainstorm ideas that children have about powers of government.
3. Find articles which state that government has too little or too much power. Report findings. Summarize.

RESOURCES:

1. Scott Foresman Social Studies, Level 6.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE h : Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S, Constituiton, court decisions and laws.

Example: Rights and responsibilities of citizenship; representative government; freedom from arbitrary government action.

LEARNING ACTIVITY(IES):

1. Make a poster showing what basic political principles are expressed in the Constitution and in The Declaration of Independence.
2. Invite an attorney to discuss your rights as citizens. Why do we have this protection?

RESOURCES:

1. Local attorney
2. REMC-9 Films used on previous days.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 . I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE c : Understand the organization and functions of state and local governments and their relationships to the federal government.

Example: Executive, legislative, and judicial decisions must conform to Constitution, (City Council, Mayor, names of important officials)

LEARNING ACTIVITY(IES):

1. Make a flow chart showing the branches of the government, people in charge/responsibilities.
2. Invite a Argentina resident to examine the flow chart you made in #1 and compare the information presented with information about the Argentina government.
3. Invite the mayor to address the class.
4. Attend a city council meeting.

RESOURCES:

1. The Mayor.
2. Library Source.
3. Argentine Embassy.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE d : Understand the range and importance of decisions made by state and local government.

Example: Capital punishment; property; custody of dependents; types of taxes; decisions on roads, parks, fire and police protection.

LEARNING ACTIVITY(IES):

1. Listen to local news, read newspapers and interview adults to learn about the range of decisions'responsibilities of local government. Keep an open-ended list of your findings. Add to the list daily.
2. Do the same as in #1, above, for the state and national governments.
3. Develop a chart to show how local government builds on state and national governments.
4. Interview Argentina residents to learn about the range of decisions/responsibilities of local governemtn in Argentina.

RESOURCES:

1.. Argentina residents in the community.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE e : Understand how decisions made by the various branches and levels of state and local government are interdependent.
Example: Tax collection and local ordinances.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 9d for activities and background information for students.
2. Use information obtained for Knowledge Objective 9d to open the discussion on tax collection. Have students match government decisions/responsibilities with sources of funding.
3. Have students investigate tax collection procedures in Argentina.

RESOURCES:

1. Argentina residents in the community.
2. Library Sources.

USE BACK OF SHEET FOR VOCABULARY AND MATERIALS, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE f : Understand the limits on decision-making powers of the local and state government.
Example: Constitution of the United States supercedes.

LEARNING ACTIVITY(IES):

1. Study the Constitution of the United States. Synthesize the rights enumerated therein.
2. Bring in a judge to discuss how proposed laws are looked at in terms of The Constitution of the United States.
3. Write to the Argentina Consulate for information on limitations on decision-making powers of local governments, in Argentina.

RESOURCES:

1. Argentine Embassy.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE 8 : Understand the formal legislative process at the local level.
Example: City council provides for direct input of citizenry.

LEARNING ACTIVITY(IES):

1. Visit a city council meeting. Look for citizen attendance, input; formal motions and discussion; input of council members and mayor; role of city manager.
2. Make a chart/diagram of power and legislative processes in the city council.

RESOURCES:

1. Argentine Embassy.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE h : Understand voter behavior in state and local elections.

Example: Millage elections, petition process, active and inactive voters (apathy).

LEARNING ACTIVITY(IES):

1. Become active in a mock election procedure within the school. End results could be student council officers.
2. Become active in school rules acceptance and representation in in the student council.
3. Contact the City Clerk to obtain data about voter behavior in your community. Number registered: Number who voted in each of last three elections?

RESOURCES:

1. Argentine Embassy.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 R

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE i : Understand the role of political parties.

Example: Provide a choice for decision-making.

LEARNING ACTIVITY(IES):

1. Invite the chairmen (local) of the political parties to your room. Have them explain their roles and what part they play in the political elections.
2. Show a film on the two-party system and why it is necessary to have the system.
3. Compare the two-party system with a system where political choice is not found. Discuss how the later system would change rules in the schools.

RESOURCES:

1. Argentine Embassy.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE J : Identify selected excerpts from the Constitution, Declaration of Independence, and Bill of Rights.
Example: Preamble; life, liberty and pursuit of happiness; Bill of Rights.

LEARNING ACTIVITY(IES):

1. Obtain from John Hancock Insurance Company copies of The Constitution of the United States and The Declaration of Independence.

   Analyze selected sections of the documents as to word meaning and total content.

   Stress how the content affects the individuals in the class room.

   Compare the content with school rules which also adhere to such rights.

RESOURCES:

1. John Hancock Insurance Company for copies of The Constitution of the United States and The Declaration of Independence.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE k : Associate governmental actions with the appropriate level of local and state government.

Example: Administration, legislation, law interpretation, (millage, school attendance, jail confinement, state equalization, food content).

LEARNING ACTIVITY(IES):

1. Make a flow chart that shows how the different branches of government function and are interrelated.
2. Bring in newspaper articles of information on how state and federal government laws affect local issues and events. Place the information on a bulletin board.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE 1 : Understand how, when and with what qualifications public officials are elected, appointed or nominated at the local level.

Example: Primary and main elections, every 2/4 years, citizenship, age.

LEARNING ACTIVITY(IES):

1. Conduct a mock election. Study what goes into a primary and a direct election.
2. Put on a mock convention for an audience.
3. Present a film which shows the qualifications and processes for an election.

RESOURCES:

1. REMC-9 #270370 MP Political Process.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE m : Understand how public officials can be removed.

Example: Impeachment, recall elections, censure, expulsion from Congress.

LEARNING ACTIVITY(IES):

1. Get micro-film from The Saginaw News, on Abscam and Watergate. Discuss what lead up to the events.
2. Research how dissent can be handled.
3. Bring in newspaper articles about the use of recall of elected officials. Discuss why this can happen.

RESOURCES:

1. The Saginaw News.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE n : Understand registration and voting procedures.

Example: Age limit, citizenship, residency, no police record, precincts and election boards.

LEARNING ACTIVITY(IES):

1. Conduct a mock election. Study what goes into a primary and a direct election.
2. Put on a mock convention for an audience.
3. Present a film which shows the qualifications and processes for an election.
4. Ask the school secretary or principal to demonstrate how he/she registers adults for voting. When? Why?
5. Invite a naturalized citizen to explain how he/she became a citizen. Discuss the meaning of "citizen," as applied to elections.

RESOURCES:

1. Argentine Embassy.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE a : Recognize the legality and constitutionality of individual and group actions.

Example: The right to exist and express views without trespassing on others' rights.

LEARNING ACTIVITY(IES):

1. Discuss "life style" and how a life style which seems right for you cannot be imposed upon others.
2. Contrast your right to a life style to a totalitarian society where dissent is not allowed.
3. Research people who have been deported from their home countries for expressing dissenting views.

RESOURCES:

1. REMC-9 #035880 SF Communism and Human Rights.
2. REMC-9 #036592 SF Constitution of The United States.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 6 - Unit VI

CENTRAL AMERICA: VARIETY IS THE SPACE OF LIFE

The student, through his study of Central America, will increase in knowledge of history, geography, economics, government and issues of the lands. The student will apply his knowledge, attitudes and skills to the study of Central America, as a region, and to the Central American people and their ensuent contributions to the world society. The student's understanding of Cenral America and its role in the world will broaden his role in society as well.

Integration of Strands-history, geography, economics, government, and issues. Knowledge goals 2,3,4,5,6,7,8 and 9, presented in the proposed order of instruction.

Three Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE a : Understand the purposes for rules and laws.
Example: Safety, infringement, group rights, ownership, property and liberty.

LEARNING ACTIVITY(IES):

1. Develop a list of unwritten rules that we follow on a daily basis and discuss why we do or do not follow them. For example, saying "please," "thank you", knocking on doors before entering, not interrupting a conversation.
2. Read and discuss examples of Aesop's Fables. Discuss what a moral is and how it relates to their lives.
3. Have children write their own instructive fables.
4. Encourage children to play games (Monopoly), each according to their own rules. Discuss the results.
5. Define "rule," "law" and "punishment."

RESOURCES:

1. Book of Aesop's Fables.
2. REMC-9 #273622 MP Rules, Laws and You.
3. Monopoly Game

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE b : Understand how legal and judicial decisions are made.

Example: By trial or consensus within the Constitution.

LEARNING ACTIVITY(IES):

1. Present films or filmstrip showing court cases and the process by which decisions are reached. Develop vocabulary lists and definitions of participants and legal terms.
2. Bring in speakers, e.g., policeman, lawyer, possibly a judge to explain their roles in the judicial process.
3. Develop a mock trial - e.g., is Goldilocks guilty of breaking and entering, malicious destruction of property; or the Three Little Pigs - harassment and destruction of private property, assault to do great bodily harm.

RESOURCES:

1. Local resource people-Policeman, lawyer, judge.
2. REMC-9 #260080 CT Zenger Trial.
3. REMC-9 #270313 MP Schempp Case-Bible Reading in Public Schools.
4. REMC-9 #270297 MP Freedom to Speak-People of N.Y. vs. Erving Feiner.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE c : Understand how conflicts in laws are resolved.
Example: By applying rules, authority, precedents in court.

LEARNING ACTIVITY(IES):

1. Discuss question "What do you think 'freedom of the press' means?" List answers on board.

2. Compile a list of articles, cartoons, etc., already printed. Add a list of articles that would not be printable and discuss why, e.g., photo of person torturing a dog; article stating people with brown hair are not to be trusted, etc.

3. Invite a news reporter in to discuss rules that a newspaper must follow despite "freedom of the press."

RESOURCES:

1. Local newspaper reporter
2. Local newspapers and magazines
3. REMC-9 #270310 MP Free Press vs. Fair Trial by Jury-Sheppard Case.
4. REMC-9 #133984 MP Mightier Than The Sword-Zenger and Freedom of the Press.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE d : Understand how rules and laws can be changed.

Example: Appeals to school authority, share among rules, constitutional amendment, court decisions.

LEARNING ACTIVITY(IES):

1. From an old etiquette book, find rules that are no longer in use. Discuss why.
2. Select school rules that might need to be changed. Analyze and make a list of ways that might be used to bring about change (letter to principal, a petition, student council).

   Follow through on these means of change. Make comparisons to local, state and federal issues and how laws/rules are changed.

RESOURCES:

1. School Principal
2. Etiquette Books-Old and New.
3. REMC-9 #272091 MP Living Constitution.
4. REMC-9 #274297 MP Ever Changing Ever Free.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE e : Know the duties of participants in the court.
Example: Judge, jury and attorneys.

LEARNING ACTIVITY(IES):

(1) See Knowledge Objective 2b, for activities related to this one.

RESOURCES:

1. REMC-9 #198912 MP U.S. Supreme Court-Guardian of the Constitution.
2. REMC-9 #093406 MP Interrogation and Counsel.
3. REMC-9 #037175 CT Could You Be-A Lawyer.
4. REMC-9 #102392 MP Justice, Liberty and Law.
5. REMC-9 #205824 MP Twelve Good Men and True-Jury Trial.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 2 : Understand the role and function of law in a democracy.

OBJECTIVE f : Understand factors that might affect justice.

Example: Prejudices, family influence, biased jury, social status.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 2c-freedom of press and responsibilities.
2. Show filmstrip or film on function of jury and its selection.
3. Use newspaper articles describing people with high social political status being favored by the system. Discussion.

RESOURCES:

1. REMC-9 #102360 CT Jury Duty. (For teachers' info.)
2. REMC-9 #093406 MP Interrogation and Counsel.
3. REMC-9 #037175 CT Could You Be-A Lawyer.
4. REMC-9 #102392 MP Justice, Liberty and Law.
5. REMC-9 #205824 MP Twelve Good Men and True-Jury Trial.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE a : Understand interrelatedness of local and national problems with those confronting the global society.

Example: Food surplus and world hunger, world population.

LEARNING ACTIVITY(IES):

1. Look up population figures of various highly populated countries and locate them on a world map.
2. Develop a list of problems that these countries might have because of overpopulation and compare them to U.S. problems, e.g., lack of food, housing, jobs, traffic congestion, sewage.
3. Relate these problsm to the U.S. in terms of sharing our technology and surpluses. Develop a class scrap book of articles and pictures of these issues.

RESOURCES:

1. World Map
2. Current Encyclopedia and/or Social Studies Texts.
3. Newspapers, Magazines.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 3 : Understand persistent global issues.

OBJECTIVE b : Recognize that unsolved problems elsewhere in the world often impact upon the United States.
Example: Economic and political chaos in other countries; illegal crossing of Mexican border, disease.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 3a for related activities.

2. Locate on a world map areas rich in petroleum and mineral deposits. Relate to current events about those areas affecting the U.S. in one way or the other. Develop a bulletin board with these issues.

3. Develop a chart indicating the problems caused by over-population and solutions being tried.

RESOURCES:

1. World Map
2. Newspaper, Magazine graphs
3. REMC-9 #270703 MP House of Man, Part 2-Our Crowded Environment.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 3 : Understand persistent global issues.

OBJECTIVE c : Identify community problems related to energy needs and possible solutions.
Example: Utility and transportation costs; solar and nuclear power.

LEARNING ACTIVITY(IES):

1. Develop a bulletin board with articles on chemical pollution in local area - example, Midland Dow, PPB, dioxins, chemical waste dumps and Consumers Power Company's nuclear plant in Midland.
2. Bring in a speaker from the local EPA office, Department of Natural Resources.
3. Construct actual models or mural of a polluted environment and one that is being cleaned up. Discussion.

RESOURCES:

1. REMC-9 #031393 SF Central American-Agriculture.
2. REMC-9 #031395 SF Central America-Manufacturing and Trade.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 3 : Understand persistent global issues.

OBJECTIVE d : Understand some of the basic needs common to all people within the community such as food, shelter and clothing.

Example: Societies need governmental, educational and social services.

LEARNING ACTIVITY(IES):

1. Research 3 countries, e.g., the United States, Mexico and Costa Rica, in terms of:

   -how people earn a living.
   -how land is used.
   -how tax dollars are spread.

2. Construct circle graphs showing comparisons among them. Draw conclusions relating to natural resources and level of technology available in the country.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE a : Understand the concept, 'culture.'

Example: The way in which a group of people goes about satisfying their needs and wants; groups with common bonds.

LEARNING ACTIVITY(IES):

1. Locate on a map or globe countries which are predominantly Negroid, Caucasoid, Mongoloid.
2. Construct a display or mural showing early man's attempt to adjust to the natural environment in each of these countries.
3. Bring in outside speakers representing different cultures. Children take notes on presentations for later referral.
4. Define "culture". Include examples from #1, #2 and #3, above.

RESOURCES:

1. Globe
2. Map
3. Speaker

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE b : Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
Example: Influence of environment and traditions.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 4a for background information which students can bring to this one.
2. Have students use notes from 4a and plan dioramas to show cause-effect relationships of environment and tradition upon manner of meeting basic needs.

RESOURCES:

1. REMC-9 #031394 SF Central America-Land and Climate.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE c : Understand that while every cultural group has a system of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.

Example: Each value system meets the needs of its people.

LEARNING ACTIVITY(IES):

1. Choose people to role play a situation-

   Time: Wednesday evening, 7:30 p.m.
   Place: Hartley living room
   Characters: Joe Black, 15 years of age
   Mildred, sister, 12 years of age
   Mother works as a waitress
   Father is a cab driver
   Situation: Joe wants to go with friends after dinner. Mother says he must help clean up and do homework.

2. Read book, I Wish I Had An Afro, by John Shearer. Write a description of little John's life with mother-father. How is little John's life similar to yours?

3. Prepare a chart of language derivations and differences in the written and spoken language. Compare findings to acceptable English used in the work place.

RESOURCES:

1. REMC-9 #031396 SF Central America-People and Customs.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE d : Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.
Example: Needs for religion, artistic expression.

LEARNING ACTIVITY(IES):

1. Develop a calendar of culturally different religious events and celebrations. Note the way each event contributes to the lives of the children, the parents and the grandparents. What is the significance of the established date of each celebration?
2. Construct a chart of Belief or Fact. Compare Christian, Moslem, and Jewish religious expressions. Put x in boxes yes or no, under Belief or Fact, to indicate the source of the religious expressions.
3. Create pottery decorated with geometric designs commonly used by the particular country studied.

RESOURCES:

1. REMC-9 #031392 MP Central America-Changing Social Patterns.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE e : Understand that within a society, there may exist one or several subcultural groups.
Example: Hispanics, Blacks, Asian Americans and protected groups such as aged, women and handicapped.

LEARNING ACTIVITY(IES):

1. Ask students to list all the groups to which they belong. Have each student orally tell about one of his groups. Note basic differences among the groups. Are some of the groups subcultural in nature?

2. Have the children draw picturs of themselves and list groups to which they belong. Prepare a bulletin board display of the work.

3. Develop folkdances or songs native to subcultural groups.

4. Have a volunteer group prepare a special program about senior citizens.

   -who are they
   -what are their needs
   -to what groups do they belong
   -what are senior citizen "rates" and "credit cards"

5. Does Mexico have subcultural groups? Who are they? How are their needs met?

RESOURCES:

1. REMC-9 #032672 SP Children of Central America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4. : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE f : Understand that within a culturally pluralistic society there exists different ethnic, racial, and religious subgroups.
Example: Language, art expression and religious beliefs differ among our subcultures.

LEARNING ACTIVITY(IES):

1. Observe how this concept is presented in different religions.

THE GOLDEN RULE

Christianity All things whatsoever ye would that men should do to you, do ye even so to them: for this is the Law and the Prophets.

Matthew, 7, 12

Judaism What is hateful to you, do not to your fellowmen. That is the entire Law; all the rest is commentary.

Talmud, Shabbat, 31 a

Brahmanism This is the sum of duty: Do naught unto others which would cause you pain if done to you.

Mahabharata, 5, 1517

Buddhism Hurt not others in ways that you yourself would find hurtful.

Udana-Varga, 5, 18

Confucianism Surely it is the maxim of loving-kindness: Do not unto others that you would not have them do unto you.

Analects, 15, 23

Taoism Regard your neighbor's gain as your own gain, and your neighbor's loss as your own loss.

T'ai Shang Kan Ying P'ien

Zoroastrianism That nature alone is good which refrains from doing unto another whatsoever is not good for itself.

Dadistan-i-dinik, 94, 5

Islam No one of you is a believer until he desires for his brother that which he desires for himself.

Sunnah

RESOURCES:

1. Multicultural Teaching: A Handbook of Activities, Information and Resources, by Pamela L. and Iris M. Tiedt, Allyn and Bacon, Boston, 1979, page 152.
2. REMC-9 Catalog (1980), for art expression kits, to borrow.

SEE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE g : Recognize that social-cultural change may create varying degrees of resistance and conflict.
Example: The women's rights movement.

LEARNING ACTIVITY(IES):

1. Obtain the filmstrip and cassette kit, Women In History. Use as a basis for studying changes in woman's attitudes and roles. (Available from Consumers Power Company.)
2. Develop a chart listing women's rights in America and Women's rights in major subcultures. Compare. Then ascertain date when the subcultural group came to America. Cross check to determine what of their own culture they kept and what of American culture they developed.

RESOURCES:

1. REMC-9 #274927 KT Genius of American Women.
2. REMC-9 #275020 MP How We Got the Vote.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE h : Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.
Example: In the job market, club memberships, peer group relations.

LEARNING ACTIVITY(IES):

1. Read the story of Devi, Scott Foresman Social Studies, Level 6, pages 79-81. Divide the class into small groups. Discuss what adjustments would be most difficult for Devi in America.
2. Divide the class into two groups. Have each group prepare a role play demonstration to show how children of different cultures prepare for adult occupations.

RESOURCES:

1. Scott Foresman Social Studies, Level 6, Pages 79-81.
2. REMC-9 #031390 SF Central America-People and Customs.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE a : Know basic historical facts related to the development of the United States.

Example: Countries which settled; reasons for; separation from another country; Revolutionary War; diversity to common basis; Civil War; Industrial Revolution; introduction to world involvement; historical figures; documents.

LEARNING ACTIVITY(IES):

1. Develop a time line of important events. Discuss interrelationships as an impact on our culture.
2. Stress the Industrial Revolution and it's impact on America.
3. Consider the cultural groups that entered and kept the "cottage industry or farm life.

RESOURCES:

1. REMC-9 #031397 SF Central America-The Nations.
2. Scott Foresman fifth grade Social Studies.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE h : Understand urban, rural and suburban development.

Example: Technology of urban society; agriculture of rural society; suburban need for escape.

LEARNING ACTIVITY(IES):

1. Compare the kinds of technology and occupations found in the United States with those available in other countries (Japan-Iran).
2. How World's First Cities Began.
   The Ugly Palace: Housing In America
   Books to develop the change from rural to urban. Have children divide into groups and present a panel discussion of why this rush to cities; pros and cons of the change.

RESOURCES:

1. REMC-9 #031396 SF Central America-People and Customs.
2. REMC-9 #102054 FS Jose Harvests Bananas.
3. REMC-9 #275289 MP Central America-Human Geography.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE c : Understand the impact of technology on society.

Example: Muscle power to machine power; increase in specialization; man's interdependence; changes in careers.

LEARNING ACTIVITY(IES):

1. Prepare a chart indicating problems that occur in a community when population increases.
2. Make suggestions as to how problems can be solved.
3. Overcrowding.

↓
Slums ⟶ unsanitary conditions
↓
violence
↓
crime

4. Make a flow chart showing how job→to work→to resources→to government. (⟶ stands for is related)

RESOURCES:

1. REMC-9 #031393 SF Central America-Agriculture.
2. REMC-9 #031395 SF Central America-Manufacture and Trade.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE d : Understand changes in racial/ethnic relations.

Example: Melting pot theory versus pluralistic society; sex stereotyping; discrimination in jobs.

LEARNING ACTIVITY(IES):

1. Prepare oral reports on Central America showing the diversity in its culture.
2. Read biographies of famous Central American people and consider their contributions to their country and to the world.
3. Invite speakers to discuss Central American contributions to American life and technology.

RESOURCES:

1. REMC-9 #274238 MP Monitos-Portrait of An Artisan Family.
2. REMC-9 #162054 FS People of Central America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE 6 : Understand changes in female and male roles.
Example: Women in the work force; leadership roles; men in the home; struggle for social justice; class status.

LEARNING ACTIVITY(IES):

1. Research the role of women in Central American society.
    - educational opportunities
    - job opportunities
    - comparison of jobs and pay for men and women
    - changes needed to bring about higher socio-economic jobs

RESOURCES:

1. REMC-9 #272206 MP Maya-Family Today.
2. REMC-9 #133481 SF Central America-Its People.
3. Current magazines and books on Central America's culture.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE 6 : Understand changes in family, work and population patterns.
Example: Family roles; job skills; movement to areas of need; impact or increased life expectancy; automation.

LEARNING ACTIVITY(IES):

1. Be a newspaper reporter; interview people from Central America about their country's technology, job skills, products, etc.
2. Debate the pros and cons of capitalism and Central America's economic system.

RESOURCES:

1. REMC-9 #031398 SF Central America-The Panama Canal.
2. REMC-9 #031397 SF Central America-The Nations.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE g : Understand persistent social problems.

Example: Discrimination and prejudice and the evidence therein; aged, crime, drug problems.

LEARNING ACTIVITY(IES):

1. Research the population numbers of Argentina, Brazil, Mexico and the United States and poverty levels in those countries.
2. Research the amount of natural resources available in those countries and the related economic developments of each. Plot findings on maps of these countries.
3. Develop a chart on the bulletin board showing causes of poverty as circles or as leaves of a tree and how each one could be replaced with a possible solution.

RESOURCES:

1. REMC-9 #272509 CT Population Shock.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE h : Understand the development of education institutions. Example: Influence of custom and social change upon education; changing costs and purposes of education.

LEARNING ACTIVITY(IES):

1. Prepare note cards on Central American children and what they learn from parents. Do this with one onther country. Make a bulletin board comparison of the two.
2. Write a diary of a student in school in Central America.

RESOURCES:

1. Library.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE i : Understand development of religious institutions.

Example: Changes within religious beliefs produce changes in society.

LEARNING ACTIVITY(IES):

1. Make a collage of religious symbols from four religions.
2. Discuss (as a panel) how religion in the United States developed and how some early attitudes have bent to modern fast-paced life styles. (Roles of women; abortion, etc.)

RESOURCES:

1. REMC-9 #031396 SF Central America-People and Customs.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, IF NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : Understand the history and present state of own and other cultures.

OBJECTIVE 1 : Identify changes in a society and consequences of these changes.

Example: World population increases, dwindling resources, increasing interdependence among nations and projected consequential changes.

LEARNING ACTIVITY(IES):

1. Make a mural of cause and effect on the population of uses of resources; alternatives not keeping up with uses.
2. Make a large world map. Show with yarn what products we receive from other countries and what countries depend on us.

RESOURCES:

1. Library
2. Newspapers
3. Magazines

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE a : Understand basic economic concepts.

Example: Supply and demand, distribution.

LEARNING ACTIVITY(IES):

1. Make a scrapbook of pictures of consumer goods and heavy industry.
2. Pretend that you are a stock holder of a large automotive company. Write a letter to the president of the company. Describe the kind of car you would like to see manufactured. Tell why you think the car would benefit the company economically.

RESOURCES:

1. REMC-9 #197352 MP Bananas-Gold from the Tropics.
2. REMC-9 #270676 SL Coffee in Costa Rica.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6-: Understand economics and economic systems.

OBJECTIVE b : Understand the basic functions of any economy.

Example: Production of goods and markets therein; cooperation.

LEARNING ACTIVITY(IES):

1. Develop a definition of "economy".
2. Develop a saleable product which the class could produce and market in the school and neighborhood. Involve sources for raw materials, capital, and stocks which children buy. Set up a company with a president, a board of directors, a production line, a sales staff and treasurer. Advertise the product with posters.
3. Develop a competing line of product with another teacher selling the similar or improved product.
4. After this experience, a similar program could be set up on a communist economic pattern where the product, production quotes and pay are dictated by the teacher or a small committee.
5. Draw comparisons and contrasts between the two types of economy. List problems noted within each system.

RESOURCES:

1. REMC-9 #031395 SF Central America-Manufacture and Trade.
2. REMC-9 #075174 MP Guatemala-Nation of Central America.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE c : Understand how a market economy works.

Example: Importing of products, production within specific country, competition.

LEARNING ACTIVITY(IES):

1. Make a mobile of products which we import from different countries
2. Research to learn which of these products need to be imported. Which could we develop from our own resources?

RESOURCES:

1. REMC-9 #031393 SF Central America-Agriculture.
2. REMC-9 #031395 SF Central America-Manufacture and Trade.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 -: Understand economics and economic systems.

OBJECTIVE d : Understand the role of money in the economy.

Example: Availability of capital determines business conditions; money supply, inflation.

LEARNING ACTIVITY(IES):

1. Develop explanations for proverbs such as "Time is money," "Waste not want not." Share explanations with class.

2. Divide the class into groups of two. Each pair of students will role play a situation in which one party sees a "need" while the other sees it as a "want".

RESOURCES:

1. Banker to discuss the role of money.
2. REMC-9 #270335 MP Money-How It Functions.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE e : Understand factors that influence economic behavior.

Example: Consumers, producers, government and foreign markets all help make economic decisions.

LEARNING ACTIVITY(IES):

1. Role play a small grocery store: what products to stock, what products are made here, what products are made abroad, differences in prices.
2. Expand from role playing to setting up a school store to earn money for the student council.

RESOURCES:

1. REMC-9 #270479 MP Land, Labor and Capital.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE f : Understand economic concepts as they apply to individual decision-making.
Example: World choices, how to use resources for physical and social needs; cost benefit analysis.

LEARNING ACTIVITY(IES):

1. Write on a board these proverbs:
   "A penny saved is a penny earned."
   "A fool and his money are soon parted."

   Have students find facts to support both proverbs. Discuss. Support the statements.

2. Brainstorm about jobs in your own community. Test the selections. Make up flyers and advertise.

RESOURCES:

1. REMC-9 #273193 MP If At First You Don't Succeed.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE ✓ GRADE 6 I

GOAL 6 : Understand economics and economic systems.

OBJECTIVE g : Understand the historic and current role of labor in our economic system.

Example: Giant industries, large work force, union organizations, better standards of work.

LEARNING ACTIVITY(IES):

1. Discuss, "What is a labor union?" "What is it's purpose?"
2. Interview parents and relatives who belong to the labor unions. "What benefits do you derive from membership in the union?" Compare and contrast the information brought to class.
3. Research into the historical reasons for the rise and development of labor unions. Analyze which of these needs still exist. Evaluate activities of modern unions in relation to these needs.

RESOURCES:

1. REMC-9 #132752 MP Medieval Times-Guilds and Trade.
2. REMC-9 #075096 SF Growth of Labor Movement.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE a : Understand factors that influence consumer behavior.

Example: Money, prices, quality of products, commercials.

LEARNING ACTIVITY(IES):

1. Have a banker visit the class and describe how money is distributed.
2. Compare and contrast the quality of products on a visit to a super market.
3. Have children make posters telling about three good economic habits of consumers: earning, saving and spending wisely.

RESOURCES:

1. REMC-9 #272661 KT Getting Your Money's Worth-Group #1.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE b : Give examples of their own limited resources and limited wants.

Example: Limited supply of fossil fuels, unlimited wants of technology dependent on fossil fuels.

LEARNING ACTIVITY(IES):

1. Analyze occupations to determine if they produce goods or services.
2. Give opinions as to how people, businesses and governments make choices about how to use resources. How do they match wants with needs?
3. Analyze a chosen item to determine the natural and human resources needed for its production. Which are limited in supply? Which are unlimited?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 7. : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE c. : Demonstrate comparison shopping skills and the use of consumer aids in shopping for various goods and services.
Example: Price, content evaluation, service available.

LEARNING ACTIVITY(IES):

1. Develop a shopping list for students to use on a visit to a supermarket(s). Have two groups shop and compare prices, quality of products and services available.
2. Brainstorm a variety of jobs. Then classify the occupations in terms of whether they make something, perform a service, or maintain an element of society.

RESOURCES:

1. REMC-9 #067202 SF Fundamentals of Economics-1.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 7 : Understand how to be an effective producer and consumer of goods and services.

OBJECTIVE d : Identify deceptive sales techniques and practices.

Example: Representation, testimonials, "not tell all" ads, high pressure tactics.

LEARNING ACTIVITY(IES):

1. Read and discuss various propaganda techniques. Example: Houghton Mifflin "Images" has a selection of various types.
2. Have students bring in popular TV or print commercials and analyze them as to their appeal.

RESOURCES:

1. REMC-9 #275050 MP Four Famous Frauds.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE a : Understand that the environment is an integrated system which includes human beings.

Example: Dedication of human resources to compensate for lack of natural resources; clean water and sewage disposal.

LEARNING ACTIVITY(IES):

1. Have students bring news items about countries and cities around the world, then discuss their articles in class and have them post their articles on a world map. Try to cover as many countries as possible.
2. Use desk copies of world, state, national, and regional maps. Have students trace maps to teach them to recognize countries and other features, by their shapes.
3. Have students bring in labels showing where products were made, grown, packaged, etc. Display the labels around a map on the bulletin board and have students pin lengths of yarn from the labels to the products' place of origin on the map. Discuss how the geography and climate in the various areas relate to the products produced there.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE b : Understand that the satisfaction of human needs depends directly or indirectly on the earth's natural resources.

Example: Scarcity determines choice of use; alternate sources of energy: air-water-sunlight-land.

LEARNING ACTIVITY(IES):

1. Construct a model of alternative sources of energy. Research pros and cons.
2. Have students brainstorm some alternatives to improve their own use of resources.

   Implement some of the above suggestions for two weeks. Compare the savings with the usage of a group who did not use the suggestions.

RESOURCES:

1. REMC-9 #210312 SF Understanding Our Latin American Neighbors.
2. REMC-9 #031394 SF Central America-Land and Climate.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE c : Understand relationships between the location of human activities and the natural environment.

Example: People are distributed over the earth where the climate and land forms help them to live and earn a living.

LEARNING ACTIVITY(IES):

1. For this activity you will need typing paper and handout maps of Central America for tracing. After brainstorming, use ideas and encyclopedias to find items to draw on the map. Have the students trace the map and then draw at least eight pictures on the map.

RESOURCES:

1. REMC-9 #133488 MP Central America-Land and People.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE d : Understand the influence of the natural environment on human beings.
Example: Geographical diversity influences where people settle and produce; migration patterns based on climate preferences, food and transportation.

LEARNING ACTIVITY(IES):

1. On a duplicating master or a large sheet of butcher paper draw an imaginary continent divided into five countries, with an island country nearby. Draw in mountain ranges, rivers, deserts, and other geographical features. Divide the class into six groups and assign each group one of the countries. The group decides on a name for their country, the location and names of five cities and towns, and the names of the geographical features in their country. The group who has the source of a river in their country gets to name that river. Students must state the reasons for the location of their cities and towns (by a river for transportation, etc.). As a final assignment, have each group make up ten laws for their country for the year 2100.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE e : Understand influences of the natural environment on the shaping of culture.

Example: Availability of natural resources can affect people's choices of where to live and what to do (zoning, artistic needs, customs)

LEARNING ACTIVITY(IES):

1. Review data obtained for Knowledge Objectives 8a-8d; see preceeding pages.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE f : Understand how societal actions and decisions affect the natural environment.
Example: Safeguarding, utilizing, wasting of resources determine life/death of environment.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 8b for further expansion of this objective.
2. Take a dead environment and analyze why it died. Was it due to a natural fact or did man precipitate it?

RESOURCES:

1. REMC-9 #037492 SF Crisis of Environment Part #1.
2. REMC-9 #037493 SF Crisis of Environment, Part #2.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE g : Understand that a natural environment can serve varied needs.

Example: Food, shelter, clothing, production of goods.

LEARNING ACTIVITY(IES):

1. Historically, lumber has been an important product of Michigan. Develop ideas of the different uses of wood in home and industry. List uses of wood within the school, in building construction, furniture, paper products, etc.
2. On a map of the local area, trace land use for various purposes: residential, farming, manufacturing, commercial.

RESOURCES:

1. REMC-9 #270843 MP Environment.
2. REMC-9 #270160 MP Man's Basic Need-Natural Resources.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE h : Recognize the potential of various societies to use and abuse the natural environment.
Example: Highly industrialized societies, oil drilling in national forests or offshore.

LEARNING ACTIVITY(IES):

1. From current events collect articles on pollution problems and their effects on the population.
2. Develop a poster or bulletin board on causes and effects of pollution.
3. Discuss how lack of understanding of harmful effects on the natural environment can lead to people's suffering.

RESOURCES:

1. Library research on oil drilling.
2. REMC-9 #270527 MP Multiply and Subdue The Earth, Parts 1 and 2.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE 1 : Understand that human uses of the natural environment are limited.

Example: Water is a necessary resource; water shortages cause serious choices.

LEARNING ACTIVITY(IES):

1. Brainstorm about the resources we probably use each day. Keep a record of the resources actually used each day for one week. Compare the actual usage with that on the probable list. Discuss the results of the brainstorming and the comparison. Multiply this observed difference by the number of students in your school.
2. Make a scrap book of pictures of rural areas. Note changes caused by the building of highways and shopping centers.
3. Bring in a city planner. Have him explain what decisions go into placing buildings where they are.

RESOURCES:

1. REMC-9 #275289 MP Central America-A Human Geography.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE j : Understand effects of the worldwide limitations of nonrenewable resources.

Example: Solar-nuclear power and problems therein; genetic research.

LEARNING ACTIVITY(IES):

1. Bring in a representative of Consumers Power Company. Have him discuss the Midland Nuclear Power Plant and its contribution to the future.
2. Build a model of solar power. Demonstrate its use. Prepare a written research paper on benefits of such.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE k : Recognize the costs and benefits of alternative uses of the natural and man-made environment.

Example: Inflation caused by high oil prices; limitations on factory expansion.

LEARNING ACTIVITY(IES):

1. Discuss gas price fluctuations and the reasons for them.
2. Show pictures of your community of a few years ago and of the factories that were present. Which factories have closed or disappeared? Why?
3. Bring in newspaper articles re closings of factories. List the reported causes for the closings.

RESOURCES:

1. Pamphlets from public libraries.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 . Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE 1 : Locate important natural features, cities and nations.

Example: Continents, oceans, mountains, main cities and nations of world.

LEARNING ACTIVITY(IES):

STAMP COLLECTING

You will need a package of inexpensive stamps of the world, a world atlas, and almanacs. Divide the class into small groups of four to six students and allow two class periods for this activity. Distribute fifteen to twenty stamps to each group. Have the students identify the country of each stamp's origin and locate each country in the atlas. (At this point you can do a multitude of things.) After each country is identified, ask the groups to identify the capital, major rivers, or other physical or political features. Have the groups deturmine surrounding countries, the latitude and longitude of the capital, and significant past or present leaders.

To avoid loss or damage to the stamps and to prolong their use, laminate them on colored poster board or cover them with clear contact paper.

For a follow-up activity, have the students write a report on one of the countries.-

FINDING LATITUDE AND LONGITUDE ON GLOBES AND MAPS

For this activity you will need one globe for every five to seven students. Allow twenty minutes to one hour for the activity.

Divide the class into teams, each with five to seven students. Write several latitude and longitude locations on the chalkboard (as many locations as there are students) to designate a country, island, lake, or sea. The first player quietly tells the teacher the answer. If he/she is correct, the second player gets the globe or map and works on the second location. If the first player is incorrect, he/she must sit down and continue searching for the first location. The first team to find all the locations wins. This exercise can-also be used with United States maps and is excellent for reinforcing globe and map studies.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8. Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE m : Understand environmental problems and possible solutions to those problems.
Example: Chemical pollution and by-products of production; re-evaluate priority for uses.

LEARNING ACTIVITY(IES):

1. Bring in newspaper articles about chemical pollution and how it affects the environment and people.

2. Present a visitor from EPA. Have him discuss how widespread the pollution problem is and how it will continue unless solutions are found.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE a : Know the purposes of the government.

Example: Maintain law and order and stability in society; protection of personal freedom, private property; preservation and allocation of natural resources; guarantee individual rights.

LEARNING ACTIVITY(IES):

1. See cartoon in Scott Foresman Social Studies, Grade 6, page 230. Discuss who has power and why.
2. Define "government."
   Brainstorm ideas that children have about powers of government.
3. Find articles which state that government has too little or too much power. Report findings. Summarize.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE h : Understand the basic political principles expressed or implied in the U.S. Declaration of Independence, the U.S, Constituiton, court decisions and laws.

Example: Rights and responsibilities of citizenship; representative government; freedom from arbitrary government action.

LEARNING ACTIVITY(IES):

1. Make a poster showing what basic political principles are expressed in the Constitution and in The Declaration of Independence.

2. Invite an attorney to discuss your rights as citizens. Why do we have this protection?

RESOURCES:

1. Local attorney
2. REMC-9 Films used on previous days.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE c : Understand the organization and functions of state and local governments and their relationships to the federal government.

Example: Executive, legislative, and judicial decisions must conform to Constitution, (City Council, Mayor, names of important officials).

LEARNING ACTIVITY(IES):

1. Make a flow chart showing the branches of the government, people in charge/responsibilities.
2. Invite a Central American resident to examine the flow chart you made in #1 and compare the information presented with information about the Central American government.
3. Invite the mayor to address the class.
4. Attend a city council meeting.

RESOURCES:

1. The Mayor
2. The City Council
3. A Central American Speaker

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE d : Understand the range and importance of decisions made by state and local government.

Example: Capital punishment; property; custody of dependents; types of taxes; decisions on roads, parks, fire and police protection.

LEARNING ACTIVITY(IES):

1. Listen to local news, read newspapers and interview adults to learn about the range of decisions/responsibilities of local government. Keep an open-ended list of your findings. Add to the list daily.
2. Do the dame as in #1, above, for the state and national governments.
3. Develop a chart to show how local government builds on state and national governments.
4. Interview Central American residents to learn about the range o decisions/responsibilities of local government in Central America.

RESOURCES:

1. Central American residents in the community.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE e : Understand how decisions made by the various branches and levels of state and local government are interdependent.
Example: Tax collection and local ordinances.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 9d for activities and background information for students.
2. Use information obtained for Knowledge Objective 9d to open the discussion on tax collection. Have students match government decisions/responsibilities with sources of funding.
3. Have students investigate tax collection procedures in Central America.

RESOURCES:

1. Central American residents in the community.

USE BACK OF SHEET FOR VOCABULARY AND CITATIONS, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE f : Understand the limits on decision-making powers of the local and state government.
Example: Constitution of the United States supercedes.

LEARNING ACTIVITY(IES):

1. Study the Constitution of the United States. Synthesize the rights enumerated therein.
2. Bring in a judge to discuss how proposed laws are looked at terms of The Constitution of the United States.
3. Write to the Central American Consulate for information on limitations on decision-making powers of local governments, in Central America.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE g : Understand the formal legislative process at the local level.
Example: City council provides for direct input of citizenry.

LEARNING ACTIVITY(IES):

1. Visit a city council meeting. Look for citizen attendance, input; formal motions and discussion; input of council members and mayor; role of city manager.
2. Make a chart/diagram of power and legislative processes in the city council.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE h : Understand voter behavior in state and local elections.

Example: Millage elections, petition process, active and inactive voters (apathy).

LEARNING ACTIVITY(IES):

1. Become active in a mock election procedure within the school. End results could be student council officers.
2. Become active in school rules acceptance and representation in in the student council.
3. Contact the City Clerk to obtain data about voter behavior in your community. Number registered: Number who voted in each of last three elections?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 R

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE i : Understand the role of political parties.

Example: Provide a choice for decision-making.

LEARNING ACTIVITY(IES):

1. Invite the chairmen (local) of the political parties to your room. Have them explain their roles and what part they play in the political elections.
2. Show a film on the two-party system and why it is necessary to have the system.
3. Compare the two-party system with a system where political choic is not found. Discuss how the later system would change rules in the schools.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE J : Identify selected excerpts from the Constitution, Declaration of Independence, and Bill of Rights.

Example: Preamble; life, liberty and pursuit of happiness; Bill of Rights.

LEARNING ACTIVITY(IES):

1. Obtain from John Hancock Insurance Company copies of The Constitution of the United States and The Declaration of Independence.

   Analyze selected sections of the documents as to word meaning and total content.

   Stress how the content affects the individuals in the class room.

   Compare the content with school rules which also adhere to such rights.

RESOURCES:

1. John Hancock Insurance Company for copies of The Constitution of the United States and The Declaration of Independence.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE k : Associate governmental actions with the appropriate level of local and state government.
Example: Administration, legislation, law interpretation, (millage, school attendance, jail confinement, state equalization, food content).

LEARNING ACTIVITY(IES):

1. Make a flow chart that shows how the different branches of government function and are interrelated.
2. Bring in newspaper articles of information on how state and federal government laws affect local issues and events. Place the information on a bulletin board.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE 1 : Understand how, when and with what qualifications public officials are elected, appointed or nominated at the local level.

Example: Primary and main elections, every 2/4 years, citizenship, age.

LEARNING ACTIVITY(IES):

1. Conduct a mock election. Study what goes into a primary and a direct election.
2. Put on a mock convention for an audience.
3. Present a film which shows the qualifications and processes for an election.

RESOURCES:

1. REMC-9 #270370 MP Political Process.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE E : Understand how public officials can be removed.

Example: Impeachment, recall elections, censure, expulsion from Congress.

LEARNING ACTIVITY(IES):

1. Get micro-film from The Saginaw News, on Abscam and Watergate. Discuss what lead up to the events.

2. Research how dissent can be handled.

3. Bring in newspaper articles about the use of recall of elected officials. Discuss why this can happen.

RESOURCES:

1. The Saginaw News.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE n : Understand registration and voting procedures.

Example: Age limit, citizenship, residency, no police record, precincts and election boards.

LEARNING ACTIVITY(IES):

1. Conduct a mock election. Study what goes into a primary and a direct election.
2. Put on a mock convention for an audience.
3. Present a film which shows the qualifications and processes for an election.
4. Ask the school secretary or principal to demonstrate how he/she registers adults for voting. When? Why?
5. Invite a naturalized citizen to explain how he/she became a citizen. Discuss the meaning of "citizen," as applied to elections.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 9 : Know the main structure and functions of government.

OBJECTIVE 9 : Recognize the legality and constitutionality of individual and group actions.

Example: The right to exist and express views without trespassing on others' rights.

LEARNING ACTIVITY(IES):

1. Discuss "life style" and how a life style which seems right for you cannot be imposed upon others.
2. Contrast your right to a life style to a totalitarian society where dissent is not allowed.
3. Research people who have been deported from their home countries for expressing dissenting views.

RESOURCES:

1. REMC-9 #035880 SF Communism and Human Rights.
2. REMC-9 #036592 SF Constitution of The United States.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

Grade 6 - Unit VII

CULTURAL PLURALISM: THE WORLD IS A RAINBOW

Through this unit, the students will come to realize that the diversities present within the world cultures contribute many worthwhile attributes to the culture as a whole. Tolerance, understanding and a working knowledge of the many sub-groups within our pluralistic society will be covered. The students will participate in many activities through which these concepts can be put to practical use.

Integrated Strands.
Knowledge goals 1,4,5,8, 10 and 11, presented in the proposed order of instruction.

Seventeen Weeks
One hour daily

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE a : Identify some of the constitutional rights and libertie guaranteed in the U.S..Constitution.

Example: Religion, speech, press, right to bear arms.

LEARNING ACTIVITY(IES):

1. Obtain a copy of the Consititution of the United States. Discuss in detail the Preamble and the Bill of Rights, with particular attention to word meaning.
2. Develop a list of every day family activities that are affected by the guarantees of the Bill of Rights. Categorize the activities under specific provisions in the Bill of Rights.
3. Develop a constitution of the classroom, with particular attention to individual rights and responsibilities, for themselves and for the group.

RESOURCES:

1. Copy of US Constitution, including Bill of Rights.
2. REMC-9 #036592 SF Constitution of the United States.
3. REMC-9 #065122 SF Founding of American Democracy-Steps in the Rise of American Democracy.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE b : Understand situations in which rights have been denied various groups and individuals.
Example: Indians, Blacks, women.

LEARNING ACTIVITY(IES):

1. Present films and written material for background information.
2. Split the class into 3 groups to develop research papers on the minorities being studied.

   Have the material presented in panel discussions and/or debates.
3. Use circle discussions to consider the common elements of discrimination and possible improvements for the minorities.

RESOURCES:

1. REMC-9 #014280 SF American Indian-After Columbus.
2. REMC-9 #014310 MP American Indians of Today.
3. REMC-9 #014285 CT American Indian-Back to the Blankets.
4. REMC-9 #014293 CT American Indian-Stranger.
5. REMC-9 #019765 CT American Indian-Stranger No More.
6. REMC-9 #014294 CT American Indian-Today Is A Good Day to Die.
7. REMC-9 #019800 CT American Indian-Velvet Leash.
8. REMC-9 #270446 MP Black History-Lost, Stolen, Betrayed.
9. REMC-9 #024247 SF Black Odyssey-Migration to the Cities.
10. REMC-9 #273285 MP Black Pride-Emerging American Negro.
11. REMC-9 #236942 TR Women in the World of Work.
12. REMC-9 #272533 CT Women Outside Marriage.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE c : Understand that an individual's rights may conflict with those of another individual or with the general welfare.
Example: Right to bear arms, conflicts with general welfare.

LEARNING ACTIVITY(IES):

1. Take a survey of family members and neighbors on the issue of gun control. Present information in class. Develop tables and/or graphs illustrating results.
2. Bring in speakers from NRA and those in favor of gun control.
3. Summarize each speaker's point of view. Synthesize students' personal opinions and any changes in their attitudes as a result of the study.

RESOURCES:

1. Speakers for community.
2. Family and neighbors.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE d : Understand the differences between stated and actual practices in family, group and peer group activities.

Example: Accepted playground and school rules are not always followed

LEARNING ACTIVITY(IES):

1. Hold introductory discussion on the Golden Rule.
2. Develop a collage or posters showing people practicing the Golden Rule.
3. Use role playing situations or develop a play to show negative and positive behaviors of children and adults.
4. Set up a "Secret Pals" organization. Practice positive recognition-gifts, notes and cards-among "Secret Pals" for a designated period of time.

RESOURCES:

1. School principal.
2. School policy manual.
3. Parents, neighbors.
4. REMC-9 #275166 MP Golden Rule Game.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE e : Understand and support the right of all to present different points of view in the classroom.
Example: Right to express opinion.

LEARNING ACTIVITY(IES):

1. Set up periodic, regularly scheduled class meetings to discuss and review class rules and any topics related to schools.

   -everyone has a right to speak.
   -no put downs-physical or verbal.

2. Maintain a suggestion box for discussion topics.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 1 : Understand the rights and responsibilities of democratic citizenship.

OBJECTIVE f : Understand the importance of participation in society and governments both as an individual and as a member of a group.

Example: Responsibilities for safety patrol and cooperation in the classroom.

LEARNING ACTIVITY(IES):

1. Develop a list of positive changes within the school environment as a result of the students' personal participation in ten activities, e.g., student council, safety patrol.

2. Have students write letters to local, state and federal government authorities, stating their opinions on social or political issues.

RESOURCES:

1. State Legislators
2. Congressman and Senators
3. Local government unit
4. REMC-9 #270370 MP Political Process.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 4 : **Understand diverse human cultures, customs, beliefs, and value systems.**

OBJECTIVE a : Understand the concept, 'culture.'

Example: The way in which a group of people goes about satisfying their needs and wants; groups with common bonds.

LEARNING ACTIVITY(IES):

1. Locate on a map or globe countries which are predominantly Negroid, Caucasoid, Mongoloid.
2. Construct a display or mural showing early man's attempt to adjust to the natural environment in each of these countries.
3. Bring in outside speakers representing different cultures. Children take notes on presentations for later referral.
4. Define "culture". Include examples from #1, #2 and #3, above.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE h : Understand that people everywhere have the same basic needs, but the manner in which they meet these needs differs according to their culture.
Example: Influence of environment and traditions.

LEARNING ACTIVITY(IES):

1. See Knowledge Objective 4a for background information which students can bring to this one.
2. Have students use notes from 4a and plan dioramas to show cause-effect relationships of environment and tradition upon manner of meeting basic needs.

RESOURCES:

1. REMC-9 #133484 SF Mexico-Land and Climate.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE c : Understand that while every cultural group has a syste of values and behavioral patterns which vary from other cultural groups, this does not indicate superiority of one group over another.

Example: Each value system meets the needs of its people.

LEARNING ACTIVITY(IES):

1. Choose people to role play a situation-

Time: Wednesday evening, 7:30 p.m.
Place: Hartley living room
Characters: Joe Black, 15 years of age
Mildred, sister, 12 years of age
Mother works as a waitress
Father is a cab driver
Situation: Joe wants to go with friends after dinner. Mothe says he must help clean up and do homework.

2. Read book, I Wish I Had An Afro, by John Shearer. Write a description of little John's life with mother-father. How is little John's life similar to yours?

3. Prepare a chart of language derivations and differences in the written and spoken language. Compare findings to acceptable English used in the work place.

RESOURCES:

1. REMC-9 #133488 MP Mexico-Land People.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE d : Understand that despite real and serious cultural differences, people everywhere have similar basic motivations and desires.
Example: Needs for religion, artistic expression.

LEARNING ACTIVITY(IES):

1. Develop a calendar of culturally different religious events and celebrations. Note the way each event contributes to the lives of the children, the parents and the grandparents. What is the significance of the established date of each celebration
2. Construct a chart of Belief or Fact. Compare Christian, Moslem, and Jewish religious expressions. Put x in boxes yes or no, under Belief or Fact, to indicate the source of the religious expressions.
3. Create pottery decorated with geometric designs commonly used by the particular country studied.

RESOURCES:

1. REMC-9 #018100 FS Arts and Crafts In Mexico.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE e : Understand that within a society, there may exist one or several subcultural groups.
Example: Hispanics, Blacks, Asian Americans and protected groups such as aged, women and handicapped.

LEARNING ACTIVITY(IES):

1. Ask students to list all the groups to which they belong. Have each student orally tell about one of his groups. Note basic differences among the groups. Are some of the groups subcultural in nature?

2. Have the children draw picturs of themselves and list groups to which they belong. Prepare a bulletin board display of the work.

3. Develop folkdances or songs native to subcultural groups.

4. Have a volunteer group prepare a special program about senior citizens.

   -who are they
   -what are their needs
   -to what groups do they belong
   -what are senior citizen "rates" and "credit cards"

5. Does Mexico have subcultural groups? Who are they? How are their needs met?

RESOURCES:

1. REMC-9 #133448 SP Mexico.
2. REMC-9 #271886 MP Mexican Dances, Part 1.
3. REMC-9 #271887 MP Mexican Dances, Part 2.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4. : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE f : Understand that within a culturally pluralistic society there exists different ethnic, racial, and religious subgroups.
Example: Language, art expression and religious beliefs differ among our subcultures.

LEARNING ACTIVITY(IES):

1. Observe how this concept is presented in different religions.

THE GOLDEN RULE

Christianity All things whatsoever ye would that men should do to you, do ye even so to them: for this is the Law and the Prophets.

Matthew, 7, 12

Judaism What is hateful to you, do not to your fellowmen. That is the entire Law; all the rest is commentary.

Talmud, Shabbat, 31 a

Brahmanism This is the sum of duty: Do naught unto others which would cause you pain if done to you.

Mahabharata, 5, 1517

Buddhism Hurt not others in ways that you yourself would find hurtful.

Udana-Varga, 5, 18

Confucianism Surely it is the maxim of loving-kindness: Do not unto others that you would not have them do unto you.

Analects, 15, 23

Taoism Regard your neighbor's gain as your own gain, and your neighbor's loss as your own loss.

T'ai Shang Kan Ying P'ien

Zoroastrianism That nature alone is good which refrains from doing unto another whatsoever is not good for itself.

Dadistan-i-dinik, 94, 5

Islam No one of you is a believer until he desires for his brother that which he desires for himself.

Sunnah

RESOURCES:

1. Multicultural Teaching: A Handbook of Activities, Information and Resources, by Pamela L. and Iris M. Tiedt, Allyn and Bacon, Boston, 1979, page 152.
2. REMC-9 Catalog (1980), for art expression kits, to borrow.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE g : Recognize that social-cultural change may create varying degrees of resistance and conflict.
Example: The women's rights movement.

LEARNING ACTIVITY(IES):

1. Obtain the filmstrip and cassette kit, Women In History. Use as a basis for studying changes in woman's attitudes and roles. (Available from Consumers Power Company.)
2. Develop a chart listing women's rights in America and Women's rights in major subcultures. Compare. Then ascertain date when the subcultural group came to America. Cross check to determine what of their own culture they kept and what of America culture they developed.

RESOURCES:

1. REMC-9 #274927 KT Genius of American Women.
2. REMC-9 #275020 MP How We Got the Vote.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 4 : Understand diverse human cultures, customs, beliefs, and value systems.

OBJECTIVE h : Recognize the importance of being objective and fair in regard to other cultural, racial and ethnic groups other than one's own as well as one's own.
Example: In the job market, club memberships, peer group relations.

LEARNING ACTIVITY(IES):

1. Read the story of Devi, Scott Foresman Social Studies, Level 6, pages 79-81. Divide the class into small groups. Discuss what adjustments would be most difficult for Devi in America.

2. Divide the class into two groups. Have each group prepare a role play demonstration to show how children of different cultures prepare for adult occupations.

RESOURCES:

1. Soct Foresman Social Studies Series.
2. REMC-9 #051357 SF Eddie-American Indian Boy.
3. REMC-9 #055080 SF Ernesto-Mexican American Boy.
4. REMC-9 #065650 SF Fred-Black American Boy.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 5 : **Understand the history and present state of own and other cultures.**

OBJECTIVE d : **Understand changes in racial/ethnic relations.**

Example: Melting pot theory versus pluralistic society; sex stereotyping; discrimination in jobs.

LEARNING ACTIVITY(IES):

1. Prepare oral reports on Mexico showing the diversity in its culture.
2. Read biographies of famous Mexican people and consider their contributions to their country and to the world.
3. Invite speakers to discuss Mexican contributions to American life and technology.

RESOURCES:

1. REMC-9 #274238 MP Monitos-Portrait of An Artisan Family.
2. REMC-9 #162054 FS People of Mexico.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 5 : **Understand the history and present state of own and other cultures.**

OBJECTIVE e : **Understand changes in female and male roles.**
Example: Women in the work force; leadership roles; men in the home; struggle for social justice; class status.

LEARNING ACTIVITY(IES):

1. Research the role of women in Mexican society.

    -educational opportunities
    -job opportunities
    -comparison of jobs and pay for men and women
    -changes needed to bring about higher socio-economic jobs

RESOURCES:

1. REMC-9 #272206 MP Maya-Family Today.
2. REMC-9 #133481 SF Mexico-Its People.
3. Current magazines and books on Mexico's culture.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE a : Understand that the environment is an integrated system which includes human beings.

Example: Dedication of human resources to compensate for lack of natural resources; clean water and sewage disposal.

LEARNING ACTIVITY(IES):

1. Have students bring news items about countries and cities around the world, then discuss their articles in class and have them post their articles on a world map. Try to cover as many countries as possible.
2. Use desk copies of world, state, national, and regional maps. Have students trace maps to teach them to recognize countries and other features, by their shapes.
3. Have students bring in labels showing where products were made, grown, packaged, etc. Display the labels around a map on the bulletin board and have students pin lengths of yarn from the labels to the products' place of origin on the map. Discuss how the geography and climate in the various areas relate to the products produced there.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE b : Understand that the satisfaction of human needs depend directly or indirectly on the earth's natural resources.

Example: Scarcity determines choice of use; alternate sources of energy: air-water-sunlight-land.

LEARNING ACTIVITY(IES):

1. Construct a model of alternative sources of energy. Research pros and cons.

2. Have students brainstorm some alternatives to improve their own use of resources.

   Implement some of the above suggestions for two weeks. Compare the savings with the usage of a group who did not use the suggestions.

RESOURCES:

1. REMC-9 #271058 SF Seeing Mexico-Agriculture.
2. REMC-9 #133490 ML Mexico-Making Copper.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE c : Understand relationships between the location of human activities and the natural environment.

Example: People are distributed over the earth where the climate and land forms help them to live and earn a living.

LEARNING ACTIVITY(IES):

1. For this activity you will need typing paper and handout maps of Mexico for tracing. After brainstorming, use ideas and encyclopedias to find items to draw on the map. Have the students trace the map and then draw at least eight pictures on the map.

RESOURCES:

1. REMC-9 #133488 MP Mexico-Land and People.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 A

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE d : Understand the influence of the natural environment on human beings.

Example: Geographical diversity influences where people settle and produce; migration patterns based on climate preferences, food and transportation.

LEARNING ACTIVITY(IES):

1. On a duplicating master or a large sheet of butcher paper draw an imaginary continent divided into five countries, with an island country nearby. Draw in mountain ranges, rivers, deserts, and other geographical features. Divide the class into six groups and assign each group one of the countries. The group decides on a name for their country, the location and names of five cities and towns, and the names of the geographical features in their country. The group who has the source of a river in their country gets to name that river. Students must state the reasons for the location of their cities and towns (by a river for transportation, etc.). As a final assignment, have each group make up ten laws for their country for the year 2100.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 8 : Understand people and the environment, regions and the spatial organization of society.

OBJECTIVE e : Understand influences of the natural environment on the shaping of culture.

Example: Availability of natural resources can affect people's choices of where to live and what to do (zoning, artistic needs, customs)

LEARNING ACTIVITY(IES):

1. Review data obtained for Knowledge Objectives 8a-8d; see preceeding pages.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 10 : Understand the organization of human societies.

OBJECTIVE a : Identify the variety of institutions and groups people form and the functions of those institutions and groups.
Example: Political, social concerns, environmental, religious; because of common problems.

LEARNING ACTIVITY(IES):

1. Have students make lists of all the groups to which they, their families and their neighbors belong. Then review the lists to identify groups which are personal and groups which are communal.

2. Using the list(s) of communal groups, subdivide them according to main purposes or themes.

   -political
   -social concerns
   -environmental
   -religious
   -other

3. Research to find common problems with which the groups are concerned. Then study to determine the unique problems with which they are concerned.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 10 : Understand the organization of human societies.

OBJECTIVE b : Understand why human beings form institutions and groups.

Example: To have their concerns heard, mutual interest, needs.

LEARNING ACTIVITY(IES):

1. See Activities, under Knowledge Objective 10a, on the preceeding page. Use the group lists and classifications developed by the students in those activities as background information for this objective.
2. Examine the lists of communal groups. Consider the purposes and themes and the common and unique problems with which they are concerned. Then survey the students about the probable reasons for forming the groups.

    -to have concerns heard
    -mutual interests
    -recognized needs

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6

GOAL 10 : Understand the organization of human societies.

OBJECTIVE c : Understand the relationships among institutions, groups and individuals.
Example: Individuals organize into groups to bring about change.

LEARNING ACTIVITY(IES):

1. See Knowledge Objectives 10a and b for data for this objective.

2. Again, examine the lists of communal groups and the student information regarding each of the groups.

   -to which institutions are the groups related (school, church, family, government, other)
   -do groups serve individuals or institutions, or vice versa

3. Try developing a sociogram to show the relationships among students, the groups to which they belong and the institutions with which the groups are identified.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 10 : Understand the organization of human societies.

OBJECTIVE d : Understand the changing nature of institutions and groups over time.

Example: The women's rights movement.

LEARNING ACTIVITY(IES):

1. Show the filmstrip series, Women and American History. Use the guide to promote a discussion regarding the changes and how they came about.
2. Make a list of what changes girls would like to see happen before they are women.

RESOURCES:

1. REMC-9 #274927 KT Genius of American Women.
2. Purchase from Encylopedia Britannica Educational Corp., series 6916K, Women And American History.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 10 : Understand the organization of human societies.

OBJECTIVE e : Understand ways groups are interdependent, cooperate and compete.

Example: Economic purposes; sharing information and recognition; labor unions, lobbyists, military draft, handgun lobby, NRA, ERA.

LEARNING ACTIVITY(IES):

1. Develop a mobile which shows how an economic issue goes from a stated desire to a law.
2. Divide students into groups to represent labor unions, lobbyists, military draftees, NRA and ERA groups. Have the students determine in what ways their group is interdependent with the other groups. In what ways does it cooperate with one or more of the other groups? In what ways does it compete with others?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 10 : **Understand the organization of human societies.**

OBJECTIVE f : **Understand types of conflicts between groups and ways conflicts are resolved.**

Example: Ideological conflicts solved by negotiation, war, riots, boycotts, demonstrations, mediation.

LEARNING ACTIVITY(IES):

1. Make a composite list of the types of conflicts which occur between groups.
2. Have each student make a collage to show the ways conflicts are resolved-at home, at school, among communities and nations. Discuss each collage in terms of the ways represented.
3. Brainstorm or debate the students' views of the most effective ways of resolving specific types of conflicts.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 10.: **Understand the organization of human societies.**

OBJECTIVE 8 : **Understand how and why human societies differ.**

Example: Economic competition based on cultural and ideological differences.

LEARNING ACTIVITY(IES):

1. Give examples of things that students do in groups. Compare how the groups handle certain issues.
2. Divide the class into smaller groups. Each group needs to choose and research a social group. Finally, ask each group to make a chart that describes how the social group is organized, who leads, how decisions are made, etc.

RESOURCES:

1. REMC-9 #016410 MP Anthropology-Study of People.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 10 : Understand the organization of human societies.

OBJECTIVE h : Understand the meaning and sources of power within a social unit or organization.

Example: Wealth and leadership qualities, nepotism, hard work, efficiency.

LEARNING ACTIVITY(IES):

1. Make a list of leaders whose names appear in the news. List their qualifications. Determine how each one got to be leader.
2. Read biographies of people whose lives and careers have started with great difficulty. What did they do to overcome or compensate for those difficulties?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE a : Identify the variety of roles one can have within a group.

Example: Leader, follower, mediator, facilitator.

LEARNING ACTIVITY(IES):

1. Divide the class into subgroups. Without selecting any leaders, give each group a problem to solve.

   Then, at the close of the work session, analyze what happened within the groups to reach a decision to solve the given problem.

   -who became leader
   -who tried to organize the group
   -how did individuals achieve their roles
   -who tried to settle hassles

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE b: Understand that the roles within a group may be assigned or achieved.
Example: Elections and appointments; by sex, race, income, birthright, education, expertise, family status.

LEARNING ACTIVITY(IES):

1. Read biographies and show films on lives of great people. Analyze how the roles and contributions they made were achieved.

    - election
    - appointment
    - sex
    - race
    - income
    - birthright
    - education
    - expertise
    - family status

RESOURCES:

1. REMC-9 #274296 MP Lincoln-The Kentucky Years.
2. REMC-9 #022394 MP Benjamin Franklin.
3. REMC-9 #060754 SF Famous American Women.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 11 Understand the relationships between individuals and groups.

OBJECTIVE c : Understand reasons why there are different roles within groups.

Example: To achieve the goals of the group, maintain power, promote values, maintain traditions.

LEARNING ACTIVITY(IES):

1. Conduct a student council meeting without the use of rules. Conduct a student council meeting with rules. Compare the end results.
2. Bring in newspaper articles concerned with Middle East negotiations. Discuss who, gave what, in exchange for what? Why? Would different group leaders have obtained different results?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 11. Understand the relationships between individuals and groups.

OBJECTIVE d : Understand that multiple loyalties and responsibilities result from belonging to a variety of groups.

Example: Conflict of interest, time and financial resources; nationalism, international spying, industrial spying, price fixing.

LEARNING ACTIVITY(IES):

1. Have students compile lists of the school and community groups to which they belong.

2. Make a chart listing the ten most important groups, from #1 above, the individual responsibilities inherent to each group, the time and place of meetings and costs.

Group	Individual Responsibility	Meeting Time	Place of Meeting	Costs
a.				
b.				
c.				

3. Examine the data in the above chart. How does one resolve the conflicts in responsibilities to the groups and of meeting times? How does one resolve the financial needs?

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE e : Understand the importance of self-confidence and self-worth in carrying out responsibilities within groups.

Example: Leadership roles are group oriented; charisma, communication skills, empathy.

LEARNING ACTIVITY(IES):

1. Define a leader.
2. Make a list of classmates, friends and neighbors whom you consider to be leaders. Where? When?
3. How does a leader feel about himself and about members of the group?
   Reconsider the choices made in #2 , above. How do those people feel about themselves and about members of their groups?

RESOURCES:

1. REMC-9 #071708 MP George Washington-Times That Try Men's Souls.
2. REMC-9 #073985 SP Great Americans.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 M

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE f : Understand the possible advantages and disadvantages of belonging to a variety of groups.

Example: Conflict and personal development, NATO, Common Market, SEATO, OPEC.

LEARNING ACTIVITY(IES):

1. Define the Following:

   - SEATO
   - OPEC
   - NATO
   - Common Market

2. Why were the above groups (organizations) formed?

3. Hold a panel discussion on how each of the above groups functions.

4. Should America belong to the above groups?

   - advantages
   - disadvantages

   Have students present their points of view in the form of a debate.

RESOURCES:

1. REMC-9 #270345 MP United Nations-Organization For Peace.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE 8 : Understand the measures used by groups to influence behavior.
Example: Education and social pressure; incentives, threats, acceptance, sanctions, rejections, rewards.

LEARNING ACTIVITY(IES):

1. Have students talk about how they feel while in a group. Then ask them to list the circumstances when they feel good and the circumstances when they feel bad.
2. Make a poster to illustrate your good and bad feelings while in a group.
3. Make a collage to show how you persuade people to do as you wish.
4. Debate the value and effectiveness of positive and negative ways to persuade people.

RESOURCES:

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 11: Understand the relationships between individuals and groups.

OBJECTIVE h : Understand the decision-making processes used by grou

Example: Discussion; negotiation, majority vote, authority, bureaucratic procedures.

LEARNING ACTIVITY(IES):

1. Make a list of some decision-making processes used by groups and cite examples of their use in the school-community setting.

    - -discussion
    - -negotiation
    - -majority vote
    - -authority
    - -bureaucratic procedures

2. Interview adults and collect news reports indicating the use of the above decision-making processes in business, industry and government, at home and abroad.

RESOURCES:

1. REMC-9 #041170 SF Democracy At Work-How A Bill Becomes A Law.

PRIMARY CATEGORY: KNOWLEDGE GRADE 6 I

GOAL 11. Understand the relationships between individuals and groups.

OBJECTIVE i : Identify individuals or groups within society or culture that may affect behavior.

Example: Political, ethnic, law enforcement groups; parents, coaches, school boards.

LEARNING ACTIVITY(IES):

1. Construct a cartoon booklet showing how political, ethnic and law enforcement groups, parents, coaches and school boards impose behavior on their groups. These booklets can be made of original drawings or of cartoons gleaned from newspapers and magazines. Creative students will find ways to modify the printed items to meet their specific views.
2. Exchange and share the cartoon booklets. What methods of affecting behavior are illustrated? What are the negative and positive aspects of each? Which methods do the students prefer?
3. Divide the class into subgroups to prepare and produce one-minute tape recordings supporting preferred methods of affecting group behavior. Invite parents to a class meeting to listen to the tape recordings.

RESOURCES:

1. Police Department
2. REMC-9 #270446 MP Black History-Lost-Stolen-or Strayed.

USE BACK OF SHEET FOR VOCABULARY AND CRITERIA, AS NEEDED.